

Progression in History Skills – 2023/2024

<p>Year 1</p>	<p><u>Discovering History</u></p> <p>The ‘Discovering History’ unit introduces children to discipline of history and creates a solid foundation to help our children understand what a historian is, what an archaeologist is, and how sources and evidence help in uncovering facts about the past. Our key objective for this unit is for all pupils to understand that history is the story of the past. As the children move throughout the curriculum, their disciplinary knowledge (how knowledge is established and continues to be revised) in history will continue to be built upon in each year group. This unit will introduce children to the concept of the past, they will look at pictures, hear stories and will begin to understand that there were lives lived before theirs. Recognising that children will bring different lived experiences to the classroom, we aim to interest children in the discipline of history through storytelling, physical experience, historical facts, and chronology. Where possible, we would like children to physically experience history, through utilising local resources, holding artefacts or replica artefacts and through meeting people who can tell historical stories. Physically sequencing events or narratives on a timeline will help to develop our children’s chronological understanding. We want children to be able to recognise things that happened in the past and differentiate between events a long time ago (Crimean War and the work of Mary Seacole) and a very long time ago (dinosaurs and prehistoric periods). We want them to be able to reflect on things that happened before they were born, and before their parents or grandparents were born. Children can begin to understand the passing of time and are able to start to develop a sense of chronology, even if they do not clearly grasp measurable units of time at this age. As the children progress through the curriculum, they will build on their understanding of ways in which we know about the past, they will develop an awareness of time and build mental timelines, as well as an awareness of past realities and an understanding of historical change. This unit builds on children’s understanding of the Early Learning Goal ‘Past and Present’ from the end of Reception. If following PKC, children in Early Years will bring an understanding of dinosaurs, transport in the past, stories from the past, including fables, and the monarchy. They will have learned about significant people from the past, including the explorer, Ernest Shackleton. This unit offers a seamless transition to KS1 history, building on children’s prior knowledge and helping them to know and remember more.</p> <p><u>Kings, Queens and leaders</u></p> <p>This ‘Kings, Queens & Leaders’ unit provides the foundation for understanding the changing power of the monarchy in Britain. It will explore how the power that Kings and Queens hold has changed over time, from the all-powerful monarchs who could dictate how the country was run and managed, to the establishment of parliament which created a check on the power of the King or Queen. Understanding this change will create a foundation for children who will go on to understand modern society and politics today. This unit supports children’s understanding of the past, focusing first on changes within living memory with the present-day monarch (HRH Charles III) and the coronation of his mother, Queen Elizabeth II, before exploring the lives of other kings and</p>

leaders chronologically. Physically sequencing events or narratives on a timeline will help to develop our children's chronological understanding. Told like stories, the children will be introduced to significant national events that took place across this time period such as Simon de Montfort's first parliament, and the sealing of the Magna Carta by King John in 1215. These events have been purposefully chosen as they are hugely historically significant turning points in British history which will be looked at again in more detail in KS2 (Y3 Law and Power and Y4 The Stuarts). This provides the opportunity for children to benefit from spaced practice, which will increase children's ability to understand and remember the significance of these events later. The actions of these significant people have all helped to shape Great Britain today. This unit builds on children's understanding of the Early Learning Goal 'Past and Present' and 'People, Cultures and Communities' from the end of Reception. If following PKC, children in Early Years will bring an understanding of the monarchy, including the story of King John and the Magna Carta, as well as Queen Elizabeth II and her coronation in Westminster abbey. The pupils would have also learned about the Royal Family, Buckingham Palace, Windsor Castle and the counties around the world that have King Charles III as their monarch, including Canada, Jamaica, New Zealand, Australia and more. This unit offers a seamless transition building on children's prior knowledge and helping them to know and remember more.

Parliament and Prime Ministers

This unit directly builds on from the 'Kings, Queens & Leaders' unit. Told like stories, the children will be introduced to historically significant events that highlight the development of British democracy, including the introduction of the Bill of Rights and the introduction of the first Prime Minister: Robert Walpole. As well as learning about the changing role of Parliament, and the introduction of the office of Prime Minister, the children will also learn about what Parliament and the Prime Minister do today. This includes looking at changes in living memory, such as the change in government/Prime Minister/local MP. Through roleplay, children will experience what it is like to vote, and how all the votes are counted and the person who has the most votes wins. This activity will support fruitful conversations around some of the difficulties of voting, especially when everyone has different opinions. Throughout the unit, the children will be encouraged to ask questions and use the important key vocabulary taught. This unit also subtly introduces the disciplinary concept of continuity & change through exploring the declining power of the monarchy and the increasing influence of the Prime Minister and Parliament. This theme will be explored across the history curriculum and will help children understand constitutional monarchy and modern-day politics. Later, children will look further into constraints on the power of the monarchy when studying the unit on 'Law and Power' in Y3 and the 'Stuarts' in Y4. They will also look at development of democracy today when studying 'Ancient Greece' in Y4, the 'French Revolution' in Y5, the 'Suffragettes' in Y6, as well as the important role of Parliament during 'World War I and II' in Y6. The children will also look at the achievements of historically significant Prime Ministers and MPs throughout the curriculum, such as Neville Chamberlain, Winston Churchill, David Lloyd George, and William Wilberforce. Overall, this unit provides children with a secure foundation of background knowledge and important vocabulary that will support their understanding as they progress through the curriculum.

Year 2

Discovering History

The 'Discovering History' unit introduces children to discipline of history and creates a solid foundation to help our children understand what a historian is, what an archaeologist is, and how sources and evidence help in uncovering facts about the past. Our key objective for this unit is for all pupils to understand that history is the story of the past. As the children move throughout the curriculum, their disciplinary knowledge (how knowledge is established and continues to be revised) in history will continue to be built upon in each year group. This unit will introduce children to the concept of the past, they will look at pictures, hear stories and will begin to understand that there were lives lived before theirs. Recognising that children will bring different lived experiences to the classroom, we aim to interest children in the discipline of history through storytelling, physical experience, historical facts, and chronology. Where possible, we would like children to physically experience history, through utilising local resources, holding artefacts or replica artefacts and through meeting people who can tell historical stories. Physically sequencing events or narratives on a timeline will help to develop our children's chronological understanding. We want children to be able to recognise things that happened in the past and differentiate between events a long time ago (Crimean War and the work of Mary Seacole) and a very long time ago (dinosaurs and prehistoric periods). We want them to be able to reflect on things that happened before they were born, and before their parents or grandparents were born. Children can begin to understand the passing of time and are able to start to develop a sense of chronology, even if they do not clearly grasp measurable units of time at this age. As the children progress through the curriculum, they will build on their understanding of ways in which we know about the past, they will develop an awareness of time and build mental timelines, as well as an awareness of past realities and an understanding of historical change. This unit builds on children's understanding of the Early Learning Goal 'Past and Present' from the end of Reception. If following PKC, children in Early Years will bring an understanding of dinosaurs, transport in the past, stories from the past, including fables, and the monarchy. They will have learned about significant people from the past, including the explorer, Ernest Shackleton. This unit offers a seamless transition to KS1 history, building on children's prior knowledge and helping them to know and remember more.

The Romans in Britain

This unit provides children with an early understanding of the Roman Empire in the familiar context of Britain, which will be built on in later years. This unit is the first real introduction of the key substantive concept of empire. Before this unit, they will have some understanding of power and monarchy from their units on Kings and Queens and Parliament and Prime Ministers. They will have also looked at what a country is when learning about the UK and Seven Continents in geography. This will enable them to develop a basic understanding of an empire being a 'group of states and/or countries ruled over by a single person or ruling power'. Roman Empire was vast, long-lasting and hugely impactful on the history of Britain, Europe and the world. With their long existence, wide territory and extensive organisation, the Romans are often considered a 'classic' example of a multi-ethnic empire. It is, however, worth noting that it was neither the world's largest empire, nor its earliest. The Romans are studied in more detail in Year 4, with the units Life in Ancient Rome and The Rise and Fall of the Roman Empire. As children progress through the

curriculum, their schema and understanding of the concept of empire will grow and develop, some examples include: Y3 Ancient Egyptian empire, Y3 Ancient Greek empire, Y5 Mongolian Empire; Y5 Early Islamic Empire, Y5 British Empire, Y5 Mughal Empire, Y5 French Empire. This understanding of empire will support our pupils when they go onto study the World Wars and the Cold War in Y6. This unit introduces children to the Roman invasion of Britain. Teachers should adapt this unit to incorporate some local Roman history. Throughout this unit, teachers can explain how historians and archaeologists are constantly unearthing new discoveries about the Romans, such as the spectacular ancient Roman mosaic discovered by archaeologists in London's Southwark neighbourhood in March 2022. During these lessons, the pupils will encounter the significant individuals Julius Caesar and Emperor Claudius. They will also look closely at how the Roman army was organised and evaluate what made them so successful. In addition, the children will learn about the significant rebellion led against the Romans by the Celtic queen of the Iceni, Boudicca. The children will analyse continuity & change between life in Britain before, during and after the Romans, looking at what continued and stayed the same versus what changed. At the end of the unit, the children will consider the legacy of the Roman invasion on life on Britain. They will learn that the Romans left their influence on the way we speak, read and write, and how they left behind the roads and towns they had built. In key stage 2, the children will be able to use what they know about the Romans in Britain (including Julius Caesar's invasion and the Iceni tribe) when they learn about Prehistoric Britain (before the Roman era) and the Anglo Saxons and the Vikings in Y3 (post the Roman era), which will help children to develop a sense of chronology, and develop a deeper understanding of life in Britain before and after the Roman invasion.

The Tudors

This unit provides children with an introduction to the Tudor monarchs. Chronologically, it leaps from the 'Romans in Britain' unit and focuses on another historically significant period in British history. Building on from the Y1 Kings, Queens & Leaders unit, this unit aims to deepen pupils' understanding of how Britain in the past was ruled. The pupils will learn that powerful dynasties, where power was inherited and passed down through generations predominately through the male line, ruled over Britain. This unit focuses on the lives of Henry VIII and his three children: Mary I, Elizabeth I and Edward VI. All three of Henry VIII's children ruled over Britain at various points. Throughout the unit, the children will look at the Tudor family tree and learn about each monarch and look at how they sought to shape England during their reigns. Henry VIII's father Henry VII is briefly discussed in this unit, however, pupils will have an opportunity to learn about him in more depth in Y3 when studying 'The War of the Roses'. During the unit, the children will be supported to use real historical sources, such as a portrait commissioned by Elizabeth I and a description of young Henry VIII, to understand how historians find out about the past. Henry VIII (1491–1547) is one of the most written about kings in English history. Some historians believe that Henry VIII was arguably one of England's most famous kings. He is often remembered for having six wives. Most significantly, his divorce from his first wife, Catherine of Aragon, his subsequent fall out with the Catholic Pope, and his marriage to his second wife, Anne Boleyn, led to the establishment of the Church of England. During the reign of Mary Tudor, the Church of England once again submitted to Papal authority. However, this policy was reversed when Elizabeth I became Queen in 1558. A key substantive concept covered in this unit is religion. Through storytelling, the

	<p>children learn about the English Reformation and learn about some of the religious changes that took place during the Tudor period. The pupils will look at how the monarchy and ruling classes imposed religious beliefs on the people, often by force, and how religious tolerance and freedom of belief did not exist at this time. This provides a foundation for understanding religious conflict and persecution, which will be built upon in subsequent years (for example when studying the Stuarts and the Gunpowder Plot in Y4). Although a lot of focus in this unit is on the achievements and significance of the monarchy, and the religious and political decisions of the ruling classes, this unit also examines social history and delves into the lives of ordinary people during this period. The unit begins with looking at life in Tudor England, allowing children to compare-and-contrast life between the rich and poor, and between men and women. This is a theme which is explored across the curriculum and aims to inspire children to discuss social inequality and discrimination.</p>
<p>Year 3</p>	<p><u>Stone Age to the Iron Age</u></p> <p>This unit builds on from ‘Discovering History’ in Year 1 which introduces children to the idea of ‘prehistory’. It is important that all children understand that ‘prehistory’ means a time before written records, and they know that archaeologists find out about the past from what people left behind. It is likely that some children may have prior knowledge of ‘prehistory’, perhaps from books or films, but may hold misconceptions (such as Stone Age people lived with Dinosaurs!) The Stone Age to the Iron Age in Britain covers around 10,000 years- from the end of the last Age (during the Mesolithic or Middle Stone Age) to when the Romans invaded in 43 CE. Such a long period of history is difficult for children to understand so it is important that teachers use timelines throughout every lesson to help children begin to develop a sense of chronology. Throughout the unit, children will look at the disciplinary concept of continuity and change; a lot of things stay the same for a very long period of time (for example, there is very little change in housing until well into the Iron Age.) However, in another sense, quite a few dramatic changes take place that completely change the lives of people of Britain, such as the introduction of farming. The children will also look at sources and evidence in each lesson. The children will be introduced to some important discoveries that archaeologists have made, such as Skara Brae and Must Farm, which will help them see first-hand how interpretations about the past can be constructed from the objects left behind. The children will also look at how human remains can teach us about British people in the past, such as the discovery of the ‘Cheddar Man’, who would have had dark hair, light eyes and dark skin, and was a Mesolithic hunter-gatherer. Teachers may wish to incorporate local sites of historical interest, and use ‘real’ artefacts to assist children’s understanding. Studying this unit helps children to understand the history of Britain as a coherent, chronological narrative, starting from the earliest times. Throughout the curriculum, children will build upon their knowledge of the history of Britain. This unit leads on well to the study of Ancient Egypt as children will be able to look for similarities and differences between civilisations in Britain and Europe, with the advanced civilisation in Egypt in Africa at some of the same points in time.</p> <p><u>Ancient Egypt</u></p> <p>This unit focuses on Ancient Egypt and follows on from The Stone Age to the Iron Age. These units cover some of the same time period which should allow children to make comparisons between what was happening in Egypt and Britain at the same point in</p>

time (for example, hieroglyphics were used in Egypt from c.3100 BCE while there was no equivalent writing system in Britain until the Roman invasion in 43 CE) If possible, this unit is best taught before Ancient Greece and Ancient Rome, which both developed after Ancient Egyptian civilisation. During this unit, the children will begin by locating Egypt (the children have previously learned about the continents of the world in Geography and should be able to identify Africa) and looking at the importance of the River Nile. The children will also learn about settlements and rivers in Geography this year. During this unit, the children will look at Ancient Egypt's hierarchal society at this time. Children will look at social pyramids and be introduced to the terminology- slaves, Viziers, Craftsmen/Artisans, and Pharaoh. They will also learn about what it would be like to live in Egypt at this time- looking at how archaeologists have been able to find out about the food they ate, the clothes they wore, the houses they lived in and the jobs they did. The children will learn about the similarities and differences between the lives of the rich and the poor, and the lives of men and women at this time. This unit will also focus on fascinating Ancient Egyptian religious beliefs. Teachers may wish to go into more detail into this, perhaps studying Egyptian Mythology and Legends in English (we would recommend studying this in English after the children have some background knowledge of Ancient Egypt). Understanding the religious beliefs of Ancient Egyptians is integral to understanding some of their great achievements- such as the building of the pyramids. The children will look at Egyptians beliefs regarding the afterlife and will look at the artefacts found in the tombs of both a craftsman and his wife, as well as one of the most well-known pharaohs- Tutankhamun. This unit will focus on how archaeological discoveries, such as Howard Carters discovery of Tutankhamun's tomb and the discovery of the Rosetta Stone, have enabled us to learn more about life in Ancient Egypt. This unit helps children develop a sense of chronology and appreciation of the ancient world. The children can build upon their knowledge in Egypt later on in the Art curriculum, where children will learn more about the Great Sphinx, the bust of Queen Nefertiti and the death mask of Tutankhamun.

The Anglo-Saxons, Scotts and Vikings

This unit builds on chronologically from previous units include the Stone Age to the Iron Age, and Romans in Britain and covers approximately 650 years, from around 410 CE – 1066 CE. The pupils begin the unit recapping what they have learned so far about the Romans in Britain. They learn that after the Romans left, a mix of tribes from Germany, Denmark and the Netherlands began to migrate to England. The three biggest tribes were the Angles, the Saxons and the Jutes. This group of people are known today as the Anglo Saxons. During this period, England was not a united country but was separated into kingdoms, each ruled by different kings. The pupils can apply their geographical knowledge of England to look at Anglo Saxon kingdoms and locate their school within one of them. They can also apply their knowledge of Europe, including Northern Europe, to locate where the Anglo Saxons and Vikings originated from. In Year 1, the pupils studied 'The UK'; in Year 2, the pupils studied 'Northern Europe', and in Year 3, the pupils studied 'Settlements' – all of these geography-based units, give pupils the prerequisite knowledge to access this history unit. Later, in Year 3, pupils can apply their history knowledge when studying 'Anglo-Saxon Art'. The pupils will learn about the lives of people who lived in this period, how they lived, their homes, their jobs, what they ate and what they did for fun. They will discuss how we know about the lives of people who lived so long ago and learn about primary and secondary sources such as artefacts

found at Sutton Hoo, places such as West Stow and the AngloSaxon Chronicle. They will also look at religious beliefs of both the Anglo Saxons and the Vikings, and how both were gradually converted from their Pagan beliefs to Christianity. They will learn about the monk and scholar, Bede the Venerable, who wrote a book about the English people and the church. In this unit, the pupils will also learn about the Picts and the Scots. They will discuss how historians find out about these people in the past, and how they engage in historical debate, such as what the symbols on Pictish Stones can tell us. During this unit, the pupils will learn about the Vikings and the significance of Viking Long ships that enabled them to travel, trade, raid and invade. They will look at the relationship between the Anglo Saxons and the Vikings; the battles and the compromises that took place during this period. They will learn about the lives of significant people during this period such as Alfred the Great, King Canute and Edward the Confessor. This unit ends with the Battle of Hastings in 1066, which leads on chronologically to the next unit on Law and Power. Throughout the curriculum, the pupils will build on the concepts developed in this unit, such as migration and religion in England from 1066. Key substantive concepts focused on in this unit are migration, invasion, law, trade, settlement, religion and monarchy. Key disciplinary concepts focused on are similarities & differences (between the ways the Anglo Saxons and the Vikings lived on their settlements) and continuity & change (how did life change in England between 450 and 1066, how did religion change over this time period). They will also look at sources and evidence (including Julius Casear's account of the Picts, extracts from the Anglo Saxon Chronicle, and looking at artefacts left behind which tell us about life at the time)

Law and Power

This unit builds on from the 'Kings and Queens' unit in Year 1 and explores in more detail some of the significant people and events that took place in the Middle Ages, such as the sealing of the Magna Carta in 1215 and Simon de Montfort's 'Parliament'. Before teaching this unit, children should have a basic understanding of law under the Romans and Anglo Saxons in Britain. The children should also have some understanding of how power was passed down through royal families, and be familiar with the words 'inherited', 'monarchy', 'throne', 'tax', 'parliament' and 'crown'. The children will build on this knowledge, looking at the relationships between Henry II, Richard I, John I and Henry III. This unit focuses on the power struggle between the monarchy, church and the people during the Middle Ages. Throughout this unit, the children will analyse some of the significant changes that took place during this period which helped pave the way for a fairer and more democratic Great Britain, such as Henry II's legal reforms, the sealing of the Magna Carta, and Simon de Montfort's Parliament. They will also look at the Holy Wars and learn about Richard I and Sultan Saladin. The children will be looking at the restraints put on the power of the monarchy by both the people and the church. This theme, previously studied in the 'Kings and Queens' and 'Henry VIII and the Tudors' units, and will continue to be built upon across the curriculum, both in regards to national history (such as in The Stuarts unit in Year 4) as well as in the wider world (such as The French Revolution unit in Year 5). This unit focuses on the early Plantagenet monarchs; following this unit, the children will learn about the end of the Plantagenet dynasty when studying the War of the Roses.

	<p><u>The War of the Roses</u></p> <p>This unit builds on from the previous unit on ‘Law and Power’ focusing on the last few Plantagenet monarchs before the establishment of the Tudor dynasty. In addition, the concepts explored in the unit, such as civil war and monarchy build on from previous learning in Years 1 and 2 (Kings and Queens; The Tudors). The children have previously learned about the Tudor dynasty, which begins following the end of the War of the Roses, when Henry Tudor becomes king of England. At the start of this unit, ensure children understand how this fits in chronologically with periods of history they have already studied. The War of the Roses were a series of dynastic struggles between two factions- the House of Lancaster and the House of York. The children will focus on some of the key events that took place during this period and the lives of some of significant people such as Edward IV and Richard III. In particular, the children look at how and why contrasting interpretations of the past have been constructed, first looking at how Henry VI has been portrayed as a ‘mad, bad king’, as well as debating whether or not Richard III murdered the princes in the tower. Using the knowledge provided, the children will be given opportunities to sift arguments and weigh up evidence to begin to develop their own perspectives and judgements. This unit builds on children’s previous understanding of the substantive concepts of monarchy, power and civil war. These concepts will be studied again in Year 4 and beyond, both in relation to the history of Great Britain in The Stuarts and the fall of the monarchy in France during The French Revolution. Children will also further develop their understanding of how historians use evidence to make arguments and will be given more opportunities to do this themselves across the history curriculum.</p> <p>Key substantive concepts focused on in this unit are monarchy, power and civil war. Key disciplinary concepts focused on are causation (e.g. looking at why the wars of the roses started), historical interpretations (e.g. using evidence to look at different historical perspectives of Richard III) and sources and evidence.</p>
<p>Year 4</p>	<p><u>The Anglo-Saxons, Scots and Vikings</u></p> <p>This unit builds on chronologically from previous units include the Stone Age to the Iron Age, and Romans in Britain and covers approximately 650 years, from around 410 CE – 1066 CE. The pupils begin the unit recapping what they have learned so far about the Romans in Britain. They learn that after the Romans left, a mix of tribes from Germany, Denmark and the Netherlands began to migrate to England. The three biggest tribes were the Angles, the Saxons and the Jutes. This group of people are known today as the Anglo Saxons. During this period, England was not a united country but was separated into kingdoms, each ruled by different kings. The pupils can apply their geographical knowledge of England to look at Anglo Saxon kingdoms and locate their school within one of them. They can also apply their knowledge of Europe, including Northern Europe, to locate where the Anglo Saxons and Vikings originated from. In Year 1, the pupils studied ‘The UK’; in Year 2, the pupils studied ‘Northern Europe’, and in Year 3, the pupils studied ‘Settlements’ – all of these geography-based units, give pupils the prerequisite knowledge to access this history unit. Later, in Year 3, pupils can apply their history knowledge when studying ‘Anglo-Saxon Art’. The pupils will learn about the lives of people who lived in this period, how they lived, their homes, their jobs, what they ate and what they did for fun. They will discuss how we know about the lives of people who lived so long ago and learn about primary and secondary sources such as artefacts found at Sutton Hoo, places such as West Stow and the AngloSaxon Chronicle. They will also look at religious beliefs of both the</p>

Anglo Saxons and the Vikings, and how both were gradually converted from their Pagan beliefs to Christianity. They will learn about the monk and scholar, Bede the Venerable, who wrote a book about the English people and the church. In this unit, the pupils will also learn about the Picts and the Scots. They will discuss how historians find out about these people in the past, and how they engage in historical debate, such as what the symbols on Pictish Stones can tell us. During this unit, the pupils will learn about the Vikings and the significance of Viking Long ships that enabled them to travel, trade, raid and invade. They will look at the relationship between the Anglo Saxons and the Vikings; the battles and the compromises that took place during this period. They will learn about the lives of significant people during this period such as Alfred the Great, King Canute and Edward the Confessor. This unit ends with the Battle of Hastings in 1066, which leads on chronologically to the next unit on Law and Power. Throughout the curriculum, the pupils will build on the concepts developed in this unit, such as migration and religion in England from 1066. Key substantive concepts focused on in this unit are migration, invasion, law, trade, settlement, religion and monarchy. Key disciplinary concepts focused on are similarities & differences (between the ways the Anglo Saxons and the Vikings lived on their settlements) and continuity & change (how did life change in England between 450 and 1066, how did religion change over this time period). They will also look at sources and evidence (including Julius Casear's account of the Picts, extracts from the Anglo Saxon Chronicle, and looking at artefacts left behind which tell us about life at the time)

Life in Ancient Rome

In Year 2, pupils were introduced to the history unit 'The Romans in Britain'. During this unit, they were introduced to the key substantive concept of empire. The pupils studied the Roman invasion of Britain and learnt how at the time the people living in Britain were not as advanced as the Romans who used their large army and technology (technical skills and knowledge) to grow and build their empire. The Romans significantly influenced Britain's towns, roads, canals and aqueduct systems (which brought water into towns and cities). The Roman empire was vast, long-lasting and hugely impactful on the history of Britain, Europe and the world. It is, however, worth noting that it was neither the world's largest empire, nor its earliest. With their long existence, wide territory and extensive organisation, the Romans are often considered a 'classic' example of a multi-ethnic empire. Before this unit, the pupils would have also studied the Year 4 geography unit on 'Mediterranean Europe'. It is important the pupils have the locational knowledge of Europe, Italy and Rome before beginning this unit, utilise the knowledge organiser from geography to support with this prerequisite knowledge. In addition, pupils will also have prior knowledge of other ancient civilisations including Ancient Egypt and Ancient Greece. Building on the pupils' chronology, they have previously learnt that the Ancient Greeks influenced the Ancient Romans. The study of Ancient Greece provides much (though by no means all) of the cultural capital that informs later European civilisations. The Roman Empire, meanwhile, is vital for understanding the formation of the political structures of Europe. It also covers a vast expanse of time. The fall of the Roman Empire, which will be studied next half-term. In this Year 4 unit, the pupils will learn about the changing political context of Rome, beginning by being governed by an absolute monarchy, to later the Republic and finally the Empire. Pupils will build on their substantive knowledge of the concepts of government and democracy, and, during this unit, will analyse how Rome was ruled compared with other ancient and modern

civilisations, and how the role of democracy varied during the Roman Empire compared to Britain today. In addition, the pupils will also look at the social context of Ancient Rome and will learn about Rome's social classes, comparing the lives of patricians, plebeians and slaves (disciplinary concept: similarities & differences). If appropriate, teacher may wish to also look at the ways that men and women were treated differently, as Rome was known for having a very patriarchal society (this would support pupils when studying the Suffragette unit in Year 6). The leisure activities that Roman citizens engaged in, such as chariot racing, visiting the forum, Roman public baths and gladiator fights, will also be studied. Please note that teachers must use their discretion and consider how much detail to go into regarding more violent activities such as gladiator fights. This unit also highlights the role sources & evidence play in adding to the discipline of history. The third lesson focuses on the artefacts that were found at Pompeii, and how these artefacts helped archaeologists and historians to interpret what life was like during the time of the Ancient Romans. The pupils have previously studied how the use of artefacts support historical understanding (Y1: Discovering History; Y3: Stone Age to the Iron Age; Y4: Ancient Egypt). During this unit, pupils should be given the opportunity to look at images of real artefacts found at Pompeii and use their knowledge of the Romans to interpret what the artefact teaches us about life in Ancient Rome. In the final lesson, pupils will study one of the important legacies of Ancient Rome, the Latin language. They will explore Latin words and look at how Latin has influenced many world languages, including the English language. Pupils will learn how until the 17th century, almost all works of science, religion and politics were written in Latin. Some historians argue that Rome left behind an idea of a politically unified and harmonious Europe. The pupils will build upon their knowledge of Ancient Rome in their next unit on the Rise and Fall of Rome.

Key substantive concepts focused on in this unit are empire, civilisation, power, monarchy, government and democracy. Key disciplinary concepts focused on are similarities & differences (how life in Ancient Rome was experienced differently by different people), sources & evidence (preserved ruins of Pompeii).

The Rise and Fall of the Roman Empire

Building on knowledge of Ancient Rome from the previous unit, the children will now look in more depth at the Roman Empire, how it expanded and ultimately fell. This unit will help children to understand how power and influence was important to the success of the Roman Empire, but ultimately how the struggle for power led to the fall of the Empire. Children will explore concepts such as empire, civilisation, conflict, and religion in this unit. The unit begins by looking at the Punic Wars, three major wars fought over 118 years between the Romans and the Carthaginians. Children will learn about the significant historical figure Hannibal, and will learn that he is thought to have taken elephants across the Alps to attack Rome. They will learn that after being victorious in the third Punic War, the Roman Empire gained power and influence and was able to spread. The children will also learn about the historically significant Julius Caesar, including his life and his assassination. They will learn the phrase 'crossing the Rubicon' and will understand that Julius Caesar led his armies across the Rubicon River, making a decision to attack Rome and committing a crime that he could never undo. Children will learn the significance of this military decision. This unit explains what led to Caesar's assassination by senators who conspired to kill him to stop his reign as 'dictator for life', and the impact of this. This

story helps children to understand how power was distributed, and fought for, in Rome. This unit moves on to explore the Pax Romana, a time that children may later link to the enlightenment and the Islamic Golden Age in forthcoming history units in Year 5. They will learn about the spread of Christianity and Emperor Constantine's vision of the cross, linking to knowledge of Christianity and Judaism from RE. The children will also build on their knowledge of polytheistic religions, from their units on ancient Greece and the Anglo Saxons and the Vikings. Finally, the unit explores the reasons for the fall of the Roman Empire, including power struggles, invasions, civil war and the exile of Romulus Augustus, the last Roman emperor.

The Stuarts

This unit aims to support children to develop a chronologically secure understanding of this significant period of British history by diving deeper into the changing role of the monarchy during the 17th century. This unit builds on from the 'Kings and Queens' unit in Year 1 and is designed to be taught in Lower Key Stage 2, ideally in Year 4 after the children have studied 'Law and Power (1154-1272)', the 'War of the Roses', and reformation of the church during the Tudor period (Year 2 Tudors). During this unit, the children will retrieve prior learning on monarchy in Britain, including key vocabulary such as, 'inherit', 'heir' and 'tyrant', as well as knowledge of significant British monarchs and leaders, including Charles I, Oliver Cromwell, and William and Mary. They will also deepen their understanding of significant events previously discussed in KS1, such as the English Civil War, the 'Glorious Revolution' and the signing of the Bill of Rights. Furthermore, children can apply their knowledge of the geography of Britain when looking at where events took place, and understanding the significance of the 'Union of the Crown' and the 'Union Jack' flag. If the children have studied PKC art, they will also retrieve prior knowledge of British architecture and will be familiar with significant architects and buildings, including Sir Christopher Wren and St Paul's Cathedral, which will be discussed in this unit. Throughout the unit, the children will learn about some of the significant events that took place during this time, such as the English Civil War, the Gunpowder Plot and the Great Fire of London. They will learn that historians use a range of sources to interpret what happened in the past, and use evidence to discuss possible causes, and consequences, of significant events. Children will learn about the lives of the monarchs and leaders during this period. When learning about Oliver Cromwell, the children will look at different historical perspectives of him and his time in power. Throughout the unit, the children will look at the political and religious impact that each person had on Britain. Children should be encouraged to draw comparisons/analyse differences between the reigns of each monarch/leader and look at how Britain changed, and/or stayed the same, as a result of their leadership. Teachers may wish to consider exploring what happened in their local area during this time, including any local connections to some of the significant people/events being studied, e.g. provide the local context when looking at the plague of 1665-66. Teachers may also wish to draw similarities and differences between the outbreak of the plague and COVID-19. However, teachers need to discuss this sensitively with the children in their class. This unit provides children with important knowledge that will support their learning in Years 5 and 6. In particular, this unit develops their understanding of the changing role of monarchy and parliament which will be built upon during UKS2, where the children will focus on history from the 18th century through to the present day, and study events such as the 'Suffragette movement'. The children will also be able to use their knowledge of the

	<p>English Civil War to compare and contrast with other wars fought at home and abroad, such as World War I and World War II, the Cold War, and when looking at what happened during the French Revolution. Furthermore, this unit will help provide children with the political context in Britain for when they learn about the British Empire. Although the children do not discuss the British Empire in this unit, in Year 5 they will learn about the role that Stuart monarchs played in establishing the early British Empire and will draw upon what they have learned in Year 4.</p> <p>Key substantive concepts focused on in this unit are monarchy, law, religion and war. Key disciplinary concepts focused on are historical significance (by explaining that historians study people and events that they ascribe historical significance too, such as Charles I and the Great Fire of London), causation (e.g. looking at the causes of the English Civil War, the Gunpowder Plot and the Great Fire of London), consequence (e.g. analysing some of the consequences of the Great Fire of London and the English Civil War) historical interpretations (e.g. using evidence to look at different historical perspectives of Oliver Cromwell) and continuity & change (e.g. how did the impact of each leader keep things the same/ change things for the people in Britain at the time). They will also look at a wide range of sources and evidence including transcripts of speeches, books, diary entries, paintings, death record, and architect plans.</p>
<p>Year 5</p>	<p><u>Baghdad c900 BC</u></p> <p>This unit builds chronologically from the Romans unit in LKS2 and has been written to be taught in Y5. The unit relies on the children having some prior knowledge of Islam from Religious Education. The content of this units briefly covers the rise of Islam, but teachers may want to explore its impact and legacy further, perhaps by studying Islamic art and architecture, if following PKC art, this is something that will come up in the next half-term. This unit covers the National Curriculum requirements to study a non-European society that provides contrasts with British history. Studying Baghdad in 900 CE challenges any current conceptions that children may have of the region and develop an appreciation of its significance as a centre for learning in world history. The unit offers an opportunity for children to compare the construction of Baghdad with other European settlements they have studied, for example the rebuilding of London after the Great Fire of London. The content of this unit links directly with the geography curriculum building on knowledge from ‘Rivers’ and ‘Settlements’, both of which are taught in Y3. In this unit, children look at the location of Baghdad as a crossing point for traders due to its proximity to the River Tigris. Children will use their prior knowledge of what factors lead to settlements developing locations to understand why Caliph Al-Mansur built Baghdad. Their understanding of rivers will help them to recognise the importance of the River Tigris. Children finish the unit with a powerful mental image of the waters of the River Tigris running black from the ink washed from books seized by the Mongols from the House of Wisdom. During this unit, children are building on well-established substantive concepts of power, religion, civilisation and conflict. Again, as has happened throughout their history curriculum, they see people rise and fall, power change hands and a violent end to a golden age in the history of a city. They also have a chance to build on their ideas of scholarship and wisdom through looking at the focus on academic study in Baghdad in c.900CE. In this unit the children will learn about how historians find out about Baghdad, using sources from the time including written accounts. The children will have opportunities to handle these sources and make interpretations.</p>

The Early British Empire

This unit builds on children's previous knowledge of British history from the 16th to 18th century. The children begin by revisiting monarchs previously studied, such as Elizabeth I and James I, to set the context. Children will then learn about some of the significant decisions and events that took place during the reigns of these familiar monarchs that resulted in the birth and expansion of the British Empire. Studying the British Empire helps children gain a deeper understanding of Britain's connection with the wider world, looking at not only the influence that Britain had on the wider world, but also the influences that the wider world has had on Britain. This unit will look at the role that the empire played in global trade and how some wealthy British people were able to benefit from this. The important concept of trade is studied across the curriculum, from trade in prehistoric Britain to global trade today (Y6 Globalisation). The children will look at where specific goods such as tea and chocolate came from and discuss how global trade allowed people to have access to things that they would not usually have. Children will learn about how Britain competed with, and sometimes even stole from, other nations to profit from these goods. Britain's changing relationship with India is a focus in this unit. The children have previously studied India in Geography in Year 3 so should have some previous knowledge of the country. The children will learn about the impressive achievements of the Mughal Empire and how the dissolving of the Mughal Empire left a vacuum into which British power forcibly spread. In addition, the children will learn about how the East India Company, who were given royal approval by Queen Elizabeth I, became a powerful financial and political force, amassing huge personal wealth for people who worked for it (such as Robert Clive) often at the detriment of the people of India. The unit will also look at how the British exploited India's population to create an army and enhance Britain's own global defence. In the fourth lesson, children will learn how Britain was extremely successful in the Seven Years War, gaining land in North America, Africa, the Philippines and India. Many territories were gained from the French, and how by the end of the War, Britain had replaced France as the most powerful nation in the world. This resulted in the British Empire not only gaining land, but also gaining global political power. During this lesson, the children will also learn how the Seven Years War led not only to the growth in the empire, but also a rise in patriotism in Britain. The children will learn about what motivated Britain to build an empire (causation), certainly not as a justification for the atrocities of colonisation and imperialism, but to help the children begin to understand the complex motives and perspectives of people in the past. This will help children understand how Britain's relationship with empire shaped British identity. They end the unit by exploring the historiography and how historical interpretations of what led to the growth of the British Empire have changed and developed overtime. Understanding the realities of imperialism and colonialism is integral to understanding modern history. This unit provides a foundation to the entire Key Stage 2 history curriculum and leads on to the next unit on The Transatlantic Slave Trade where they will explore Britain's role with the triangular slave trade.

The French Revolution

The content in this unit goes beyond the expectations outlined in the National Curriculum. However, many historians regard the French Revolution as a turning point in the history of Europe. The consequences of the French Revolution were felt across France, Britain, the rest of Europe, and in North America. During this era, there were many new developments including the fall of the

monarchy, political shifts, changes in society (with the rise of the middle class), and the growth of nationalism. The famous slogan 'Liberty, Equality and Fraternity' called for every person's right to freedom and equal treatment. Studying revolutions gives us insights into the intense feelings of injustice when a segment of society feels as if their voice is not being heard. The issues of the people are still discussed and disputed today. Building on chronologically from the unit on the 'Early British Empire', the pupils examine how France's defeat, and loss of colonies in America, led to national debt, and exasperating feelings of social inequality which sparked the French Revolution. The storming of the Bastille, a state prison in Paris, signified the peoples' resentment and hardship felt during this time. This violent attack on the government, by the people of France, marked a major turning point which began the process of dismantling the monarchy. The people in France still celebrate Bastille Day, which they call La Fête Nationale, where they remember the time when the people rebelled against the power of the monarchy. Analysing sources & evidence, the pupils will learn about the lavish lives of King Louis XVI and Marie Antoinette. The children will be encouraged to recall previous learning about Charles I of England and compare his fate with the king and queen of France. The pupils will discuss what is meant by the term 'absolute monarchy' and will be asked to discuss the similarities and differences between that, and the constitutional role of the monarchy in Britain today. In addition, the pupils will be encouraged to retrieve previous learning about social divisions and hierarchy from across the history curriculum, including the social hierarchy experience by the Ancient Egyptians, the Romans and the Tudors. Prior to the French Revolution, French society was largely divided into three estates: the clergy, the nobles and the working people. Pupils will learn how the working people were the only ones who were asked to pay tax. The concept of tax has been studied previously during the Year 1 units on Kings and Queens and Parliament and Prime Ministers, and in Year 3 unit on 'Law and Power'. Later in Year 5, when studying 'The Industrial Revolution' and 'The Victorian Era', the pupils will explore the substantive concept of society and social hierarchy in Britain, during the 19th century. The pupils will analyse how during times of political instability, there is growth in dictatorship (a theme which will also be explored in Year 6 'Rise and Fall of Hitler'). Following the period of instability in France, a military leader, Napoleon Bonaparte, managed to seize power of France and sought to build a large empire. Using sources & evidence, the pupils will learn about the rise and fall of Napoleon and look at battles that took place during this time that are significant in both French, British and European history, including the Battle of Trafalgar and the Battle of Waterloo. The children will learn about how Britain formed allies to defeat Napoleon and how he was eventually exiled. Key substantive concepts focused on in this unit are monarchy, empire, alliance, society, tax and social hierarchy. Key disciplinary concepts focused on are causation (what led to the French revolution and the storming of the Bastille), consequence (the abolition of the monarchy) and historical significance (why have historians assigned historical significance to the events that happened before, during and after the French Revolution).

The Transatlantic Slave Trade

Before teaching this unit, the children will have come across the concept of slavery in other contexts in the history curriculum, e.g. when they looked at Roman society. The children will also already have background knowledge of the British Empire, and how European powers colonised, competed, and traded goods across the world. In geography, the children should have learned about

the continents of the world, and be able to locate and describe where Europe, Africa and North and South America are on a world map. During this unit, the children will build upon their knowledge of empire and slavery. They will look at the atrocities of the Transatlantic Slave Trade, looking at how and why the forced migration of millions of Africans took place. Teachers should use carefully chosen primary and secondary sources to teach children about how enslaved Africans were treated, what conditions were like on the 'Atlantic Passage' and what life was like for enslaved Africans who worked on the plantations. The children will also learn about African resistance and will look at the Haitian Revolution, which was influenced by the French Revolution (previously studied in Year 5). The children will learn about the abolition of slavery. Teachers may wish to explore the changing interpretations of the reasons behind the abolition of the slave trade. Prominent abolitionists will be studied, which can include Elizabeth Heyrick, Thomas Clarkson, William Wilberforce and Olaudah Equiano. The children will learn about the tactics used by the abolitionists to raise awareness of the atrocities of the slave trade back in Britain. Teachers need to ensure that delivery of this unit is respectful, age appropriate and takes into consideration the sensitivities of the children in their class. We would advise against using role play or drama, or tasks such as 'diary entries of a slave' and that the term 'enslaved Africans' is used rather than 'slave'. Teachers may wish to use sources that are locally relevant. The final lesson looks in detail at a prominent abolitionist. The planning focuses on Thomas Clarkson, but schools may wish to choose another prominent person, especially if there are any significant local people that could be studied instead. This unit will enable children to build upon their knowledge of Africa, and North and South America, which will be studied in more depth in geography. They will look in more depth at African civilizations and empires in art, and will study Western African Art in Year 6, including the Benin Bronzes. They will be able to use their knowledge of resistance and revolts from their knowledge of the French Revolution, and they will look at the role of the Empire and the Transatlantic Slave Trade when they go on to learn about the Industrial Revolution and Victorian Britain. The children will also build upon their knowledge from this unit when they look at human rights and equality in Year 6.

The Industrial Revolution

This unit builds on chronologically from children's knowledge of both the French Revolution and the Transatlantic Slave Trade. During the 'Transatlantic Slave Trade' unit, the children learned how Britain imported and exported goods at this time. When the children learn about the significance of cotton during the Industrial Revolution, they will understand that much of the cotton used in Britain had been imported from America and India, and often grown by enslaved workers. This unit also requires children to retrieve prior learning from geography, and apply previously taught vocabulary such as 'towns', 'cities', 'urban', 'rural' and 'agriculture'. During this unit, the children will look at the similarities and differences between the impact that the Industrial Revolution had on the lives of the rich and the poor; a theme that has been explored across the curriculum, (e.g., looking at the lives of the rich and poor during Ancient Egypt) Teachers must emphasise that the Industrial Revolution had a transformative effect not just on Britain, but the world. However, the Industrial Revolution is of particular interest to Britain, as it was in Britain that the key inventions of the industrial revolution were first created: the cotton mill, the steam engine, and the train. The children will learn that through harnessing fossil fuels to power engines, factories and machines, the Industrial Revolution fundamentally

changed the way that human beings live. During this unit, we will focus in on the role that the iron and textile industries played in the Industrial Revolution, as well as the development of the steam engine and steam train. The children will not only learn about the economic and technological benefits of the Industrial Revolution but will also explore the social context, with a focus on how life changed for those who began working in factories during this time. Teachers may wish to consider using local examples. For example, if there was a local factory, they could use primary or secondary sources related to their area instead. The unit will also discuss the lives of significant people who had an influential national (and even global) impact, such as Richard Arkwright, James Watt and George Stephenson. In addition to looking in detail at the iron and textile industries, the children will look at the importance of the steam engine and the steam train. In one lesson they will discuss who invented the steam engine and will see how engineers often build upon the ideas of others making it difficult for historians to accredit just one person with an invention. This unit concludes by focusing in on the treatment of working children at this time. Throughout the curriculum, the children have learned about the lives of children in the past and in this unit, they will look at the lives of poor children during the 18th and 19th centuries. They will be given the opportunity to recall what they learned in this unit when they study the History of Human Rights and Equality in Year 6 and look at children's rights today. The children will learn that during the Industrial Revolution there was an increase in the need for child labour, and working conditions were very poor. Again, teachers may wish to consider using local sources during this lesson and learn about the lives of local children during this time. During the next unit on the Victorians, the children will build upon their understanding of what life was like for poor, young people at this time. This unit will focus on the substantive concepts of society, urbanisation and industrialisation. The children will be given opportunities to look at similarities and differences and analyse the significance of the Industrial Revolution, not just on life at the time, but also its impact on life today. Key substantive concepts covered in this unit are society, urbanisation and industrialisation. Key disciplinary concepts covered in this unit are sources & evidence (e.g. analysing paintings of the Industrial landscape), historical significance (beginning to develop children's understanding that historians accredit significance to people, events and inventions e.g. the invention of the steam, engine) and continuity & change and similarities and differences (e.g. looking at how life changed as a result of the industrial revolution, and how that was the same/different for different groups in society).

The Victorian Age

This unit builds on from the unit on from the Industrial Revolution and looks at life in Britain during the Victorian Age. Before teaching this unit, children should have learned about what happened during the Industrial Revolution and have some knowledge of the British Empire. During this unit, the children learn about the significant life of Queen Victoria: both her personal life and some of her decisions as a monarch, including her involvement with the British Empire. In addition to the political context of this time, this unit also delves deeper into the social aspects of Victorian Britain, looking in particular at the lives of the poor. During the unit, children will consider the similarities and differences between the lives of the rich and the poor in Victorian England. Children will have access to primary sources to explore what it was like to live in a Victorian slum or Workhouse and discuss how attitudes to the poor were reflected in new legislation. Teachers may wish to consider the local context in this unit and use local primary

	<p>sources. The children will also learn about more positive aspects of the Victorian period, looking at the significance of the Great Exhibition and the growth in technology and new discoveries made by the Victorians. This will build on children's previous learning about the Industrial Revolution. The children will complete the unit looking at the legacy of the Victorians, analysing the similarities and differences between life in the 1900s and life in Britain today and considering the question, what has changed/stayed the same since the Victorian era. During this unit, children build on their knowledge of the substantive concepts of monarchy, industrialisation, urbanisation, empire, imperialism and poverty. This unit will provide a historical context when the children learn about the Suffragette movement in Year 6, where the children learn about Queen Victoria's views on women's suffrage. The children will also gain some background knowledge regarding the British Empire and Britain's position in the late 19th and early 20th century, which will support their understanding when they begin their unit on World War I.</p> <p>Key substantive concepts covered in this unit are monarchy, industrialisation, urbanisation, empire, imperialism and poverty. Key disciplinary concepts covered in this unit are sources & evidence (e.g. using primary sources, including local examples), continuity & change (e.g. how life during, and after, the Victorian era has changed/stayed the same) significance (e.g. the historical significance of Queen Victoria- how she shaped Britain) and similarities and differences (e.g. looking at the lives of the rich and the poor).</p>
<p>Year 6</p>	<p><u>The Transatlantic Slave Trade</u></p> <p>Before teaching this unit, the children will have come across the concept of slavery in other contexts in the history curriculum, e.g. when they looked at Roman society. The children will also already have background knowledge of the British Empire, and how European powers colonised, competed, and traded goods across the world. In geography, the children should have learned about the continents of the world, and be able to locate and describe where Europe, Africa and North and South America are on a world map. During this unit, the children will build upon their knowledge of empire and slavery. They will look at the atrocities of the Transatlantic Slave Trade, looking at how and why the forced migration of millions of Africans took place. Teachers should use carefully chosen primary and secondary sources to teach children about how enslaved Africans were treated, what conditions were like on the 'Atlantic Passage' and what life was like for enslaved Africans who worked on the plantations. The children will also learn about African resistance and will look at the Haitian Revolution, which was influenced by the French Revolution (previously studied in Year 5). The children will learn about the abolition of slavery. Teachers may wish to explore the changing interpretations of the reasons behind the abolition of the slave trade. Prominent abolitionists will be studied, which can include Elizabeth Heyrick, Thomas Clarkson, William Wilberforce and Olaudah Equiano. The children will learn about the tactics used by the abolitionists to raise awareness of the atrocities of the slave trade back in Britain. Teachers need to ensure that delivery of this unit is respectful, age appropriate and takes into consideration the sensitivities of the children in their class. We would advise against using role play or drama, or tasks such as 'diary entries of a slave' and that the term 'enslaved Africans' is used rather than 'slave'. Teachers may wish to use sources that are locally relevant. The final lesson looks in detail at a prominent abolitionist. The planning focuses on Thomas Clarkson, but schools may wish to choose another prominent person, especially if there are any significant local people that could be studied instead. This unit will enable children to build upon their knowledge of Africa, and North and South America,</p>

which will be studied in more depth in geography. They will look in more depth at African civilizations and empires in art, and will study Western African Art in Year 6, including the Benin Bronzes. They will be able to use their knowledge of resistance and revolts from their knowledge of the French Revolution, and they will look at the role of the Empire and the Transatlantic Slave Trade when they go on to learn about the Industrial Revolution and Victorian Britain. The children will also build upon their knowledge from this unit when they look at human rights and equality in Year 6.

World War 1

This unit builds on chronologically from children's learning in Year 5 and allows children to apply their knowledge of Britain before the war to develop a deeper understanding of the causes and consequences of World War I on Britain, and the wider world. This unit focuses on developing two key substantive concepts: Empire and War. An understanding of the role that empire played in European politics at this time is essential to understanding the growing tension that eventually sparked the First World War. The children will begin this unit looking at the causes that led to the war. They will be able to use their existing knowledge of the British Empire to understand how the desire to create vast empires, and the growing conflict, distrust and dislike among European powers meant that the assassination of one person-Archduke Franz Ferdinand-was enough to spark a world war that took the lives of millions of people. During this unit, the children will be able to apply their knowledge of previous wars, such as the Seven Years War, to look at the similarities and differences between wars fought in the past and World War I. Many historians have argued that World War I was the first truly modern war and the children will be able to explore and discuss the reasons behind this. They will be able to use their knowledge of industrialisation to look at how the role of new technology resulted in the introduction of new weapons such as armoured tanks. Children will continue to build upon their understanding of war tactics, such as trench warfare, and weaponry when they study World War II and the Cold War. It is important that teachers stress that this war was a 'world' war; not just a European war. The European countries involved also ruled empires across the world that supported them with food, supplies and men during the war. Britain's colonies sent over two and a half million men to fight alongside the British.

The Suffragettes

This unit builds on from the World War I unit studied in Autumn A. Although chronologically the Suffragette movement began before World War I, we recommend that World War I should be taught first so that children have the background knowledge regarding the role that women played in the war as well as the Representation of the Peoples Act that followed. The children have looked at the role of women across the curriculum, including how women were denied the right to vote in Athens, as they were not classed as citizens, and the role of women in Ancient Egypt. This unit begins by looking at democracy in Britain up until the 19th century. The children have previously learned about British democracy, including the role of Parliament and prime ministers. Across the curriculum, they have learned about the changing power of the British monarchy and the rise of Parliament. However, in this unit the children are taught about the realities of democracy in Britain at this time, which they can compare with their knowledge of democracy today. Although Britain no longer had an absolute monarch, Parliament did not reflect the views of all

people, or even a large majority of the population, as only the wealthy could vote. The children will learn about how and why the vote was extended to include more men, and how there were some people who believed that some women should also have the right to vote on the same terms as men. The children will learn about and compare the campaigns of the National Union of Women's Suffrage Societies-led by Millicent Fawcett-and the Women's Social and Political Union lead by Emmeline Pankhurst. The children have previously looked at political campaigns regarding the abolition of slavery. The children will also focus on at the anti-suffrage movement-and the reasons why people were opposed to allowing women to vote, including Queen Victoria. During this unit, children will be encouraged to use a range of primary sources to learn more about the thoughts, beliefs and experiences of people at the time. Thought this unit, children should be encouraged to analyse the similarities and differences between different perspectives at the time. Teachers should include local history here where appropriate.

The Rise of Hitler and World War II

Having previously studied 'World War I', the pupils would have learnt about the signing of the Armistice officially ending the war, in 1918. The Armistice was an agreement between Germany and the allies to end the fighting. In 1919, the Treaty of Versailles outlined the punishments and reparations imposed on the German nation. In this unit, the pupils will examine the impact of the Armistice and the Treaty of Versailles had on German citizens, many of whom believed the punishments to be harsh and unjust. The pupils will learn about the rise of Adolf Hitler, and how the surrender of Germany in 1918 shocked him. As previously discussed in Year 5 'The French Revolution', pupils grapple with the idea that during times of political instability, there is growth in dictatorship. Throughout the unit, the pupils will be building on their substantive concept of nationalism. They will learn about the nationalist political party known as the Nazi party, and their racist ideology. Pupils will learn how the Nazis controlled many aspects of life in Germany during this period, including roles of men and women and education. They will learn about Adolf Hitler and how he blamed Jewish people for things that were wrong and commanded that the German people avoid Jewish businesses, ordered books by Jewish authors to be burned, banned marriages between Jews and Germans and stopped Jewish children attending school. Kristallnacht, or 'Night of the Broken Glass', will be studied and pupils will learn about how Jewish homes, businesses and Synagogues were attacked by rioters and the authorities did nothing to prevent the destruction, and instead, arrested 30,000 Jewish people and sent them to concentration camps. Many Jews tried to leave Germany to seek refuge elsewhere. When learning about this, pupils will read primary sources from people who witnessed this event, including diary entries. In 1939, Germany invaded Poland to regain land, enslave Polish people and take power. Later that year, Britain declared war on Germany as a response to the invasion of Poland. The final lesson in this unit, supports pupils with accessing the first lesson on their next history unit: World War II.

Key substantive concepts focused on in this unit are nationalism, invasion, dictatorship, refugee and racism. Key disciplinary concepts focused on are causation (what led to the outbreak of WWII) and sources & evidence (analysis of Adolf Hitler quote).

World War II and the Holocaust

This unit builds on chronologically from the 'Rise of Hitler' unit. Children begin by recalling the causes and outbreak of World War II, previously covered. If children have not completed the 'Rise of Hitler' unit, teachers may wish to spend some lesson time looking at what happened at the start of World War II. Throughout this unit, children will be encouraged to make connections between what they learned about World War I and other wars in the past. The unit begins by securing essential background knowledge about the war before looking in more depth- including when and where it took place, and who was involved. Throughout this lesson, teachers must emphasise that this was a 'world war'. Maps can be provided to locate where battles took place, and children can be encouraged to use their geographical knowledge to locate battles that took place on a map of the world. The concept, 'conquer' will be built upon, looking at the countries conquered by Germany. The children will need to use their knowledge of the British Empire (Y5- The Early British Empire, the Victorians) to understand the significant role that people from across the empire played in supporting the allied forces. The children will look in some depth at the Battle of Britain- a battle fought entirely in the skies and the Blitz- a strategy used by the German air force to try and force Britain to surrender. The role of the empire, and other overseas pilots, can be explored and primary sources should be used and interpreted by the children. The unit focuses on the Battle of Britain and the Blitz from a military context. The social context is explored in more detail at the end of the unit when the children look at life on the Home Front. Teachers may wish to spend more time on this, and consider the local context, such as local landmarks that may have been destroyed during the Blitz. In previous units, including 'World War I' the children have learned about the lives of soldiers, including life in the trenches, and have discussed how battles took place on land, in the air and at sea. In this unit, the children will look in more depth at the role that intelligence and code-breaking played in winning the war. They will learn about the code-breakers at Bletchley Park (75% of them were women), including some significant people who played a vital role in supporting the war effort- Alan Turing and Mavis Batey. While a significant emphasis of this unit is on Britain and the war, time will also be dedicated to learning about a related event of global significance that took place at this time- the Holocaust. The children will build upon their knowledge of Nazi Germany, and look at what happened following the rise of Hitler and the Nazi party. Throughout the curriculum, the children have looked in some detail at groups of people from the past who were ostracized, ill-treated and even killed as a result of their beliefs, ethnicity or race. This unit will introduce a new concept: genocide. They will look at the atrocities committed, interpreting sources with a focus on learning about what life was like for Jewish people at this time. Teachers must teach this lesson respectfully and consider the sensitivity of the children in their class before using any sources, particularly images that children could find disturbing. If teachers decide to exclude this lesson, it is recommended that they focus instead on the social context of the war, perhaps looking in more detail at the lives of local people at this time. Key vocabulary and concepts taught previously will be recalled in this unit, including: Home Front, Propaganda and Rationing. The children will look at the actions of the war-time government and the impact on the lives of people at the time (teachers may focus on the lives of local people). Some of the knowledge and concepts explored in this unit will be built upon when the children learn about the 'Cold War' and when children look at the 'History of Human Rights and Equality'.

The Cold War

Chronologically following on from the 'World War II' unit, this unit will challenge the pupils to consider how the Cold War differed from other wars they have previously studied (such as World War I and World War II). The aftermath of the World War II changed the global balance of power, creating a polarised world led by two competing superpowers: The United States of America (USA) and the Union of Soviet Socialist Republics (USSR). This global competition is referred to as the Cold War as the two superpowers never directly engaged in combat (hot war). Before this unit, children have learned about North America (Year 6) and Eastern Europe (Year 4) in geography. The unit begins by recapping on essential prior knowledge acquired from the 'World War II' unit, focusing on the relationship between the USA and the Soviet Union in the 1940s. This allows the children to build on their substantive concept of alliance: an agreement between states for mutual support in case of war. The first lesson then introduces the concepts of capitalism and communism. The children will learn that the Cold War was a period of tension led by the capitalist superpower, the USA, and the communist superpower, the USSR. Building on their understanding of global allies, the children will learn that the USA and its allies were concerned about the spread of communism and wanted to issue a policy of 'containment' (protectionism). In contrast, historians argue that the USSR were operating a policy of 'expansion' (expansionism). Children will learn that the superpowers never officially went to war; instead, the war was fought through 'proxy wars' – with each superpower supporting opposing sides. Children will also learn that the USA and USSR competed to develop and stockpile the most dangerous nuclear weapons, this became known as the 'arms race'. They will learn that in 1962 the world came close to a nuclear war during the Cuban Missile Crisis. Teachers will need to consider the sensitivity of the children in their class before using any sources, particularly images, relating to nuclear weapons and atomic bombs that children could find disturbing. As well as competing for weapons, the superpowers competed to show the world they had the greatest technology and scientific discovery. In 1955, both sides were competing to launch satellites into space. The children will have prior knowledge of space from their science units on Astronomy. The Soviets were the first to successfully put the first satellite into orbit- Sputnik 1- in 1957. They also put the first man in space- Yuri Gagarin, in 1961 (and later in 1963, the first women in space- Valentina Tereshkova). In 1961, America declared that they wanted to be the first to put the man on the moon. During the 1960s, both sides competed to do this. In 1969, the US Apollo 11 astronauts landed on the moon. Neil Armstrong was the first man to step on the moon, and famously said, 'one step for a man, one giant leap for mankind'. During this lesson, the children will listen to a Ted Talk by Jeff Steers, titled: Who do you think won the space race? The children will have an opportunity to discuss this talk and then decide for themselves who they believe won the space race. This will develop the children's disciplinary knowledge in analysing and evaluating historical interpretations. Building on from the 'Rise of Hitler' unit, the pupils will learn that controversially both sides of the superpowers employed scientists that were former Nazis. The children will end this unit by looking in more depth at the 'Proxy Wars' - meaning that they joined opposing sides of wars being fought in other countries – thinking about why the USA and USSR got involved in proxy wars encouraging the pupils to think about the concepts of protectionism (containment) and expansionism. The pupils will learn about the Korean War, Vietnam War, Yom Kippur War and the Soviet Afghanistan – they will be shown on a map where these wars took place. Teachers may wish to focus in more depth on only one or two of these wars. This unit may lead to questions from the children regarding

Russia and the war in Ukraine. Teachers may wish to prepare for this to ensure that they feel comfortable answering questions in a way that is appropriate. As teachers, we must avoid any value judgements, and present facts in an age-appropriate and sensitive way to help children to understand the world around them.

Key substantive concepts covered in this unit are alliance, war, capitalism, communism, protectionism (containment) and expansionism. Key disciplinary concepts covered in this unit are causation (e.g. looking at the cause of the Cold War) historical significance (beginning to develop children's understanding that historians accredit significance to people, events and inventions e.g. the Cuban Missile Crisis and Arkhipov) and historical interpretations and sources & evidence (e.g. looking at different historical interpretations of what led to the Cold War and discussing how and why interpretations have varied based on the evidence available)