

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History	Year: UKS2 Year B
NC/PoS: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Conflicts through time	
Prior Learning (what pupils already know and can do)	
<ul style="list-style-type: none">• Children can locate European countries Greece, Spain, France, Russia, Italy, Germany, Norway, Switzerland, Poland on a map – LKS2 geography unit• Children know democracy means the government is run by the people (adults vote) LKS2• Children know 'invasion' means an aggressive act to try and take control (with an army)	
End Points (what pupils MUST know and remember)	
<ul style="list-style-type: none">• Children know Britain has been involved in many wars since 1066 including WWI and WWII• Children know the assassination of Archduke Franz Ferdinand is significant because it is seen as was a catalyst for WWI.• Children can describe life inside the trenches• Children know women entered the work force during WWI because men were away at war• Children know Walter Tull is significant because he was the first British-born black army officer and the first black officer to lead British troops• Children know The Treaty of Versailles was a peace agreement which ended WWI and many Germans thought it punished Germany heavily for WWI• Children know Adolf Hitler was elected as the leader of Germany but he later became a dictator.• Children know that invasions are a struggle for power.• Children know The Allied Powers were led by Great Britain, the United States and the Soviet Union and The Axis Powers were Germany, Italy and Japan.• Children can describe the impact on Britain including women/ children/ food/ rationing/ evacuation• Children know propaganda was used to get people to join the war effort• Children can give valid opinions supported by evidence as to if war can ever be justified, with an understanding of equality	
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: <u>Can conflict ever be justified?</u>	
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? Vocab:	
Session 2: <u>How has Britain been involved in conflicts since 1066?</u> Working backwards from today, look conflicts (battles/ wars) Britain has been involved in since 1066 including the Iraq War, the Falklands War, The Troubles, The Korean War, WWII, WWI, the Crimean War, The Battle of Hastings Tell or investigate causes of conflicts Vocab: invasion, invade, causes, justification	
Session 3: <u>What caused War World I?</u>	

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<p>Look at the causes of WWI and main actors Map work – locate allied forces and Germany Tell or investigate role of men and women in the war effort and the impact on children Tell or investigate what life was like in the trenches of WW1 and share Christmas Truce story Investigate Walter Tull and why he is a significant figure. Vocab: assassination, catalyst military, political, society, allies, truce, armstice</p>
<p>Session 4: <u>How did World War I impact World War II?</u> Look at the Treaty of Versailles and post WWI Germany Introduce Adolf Hilter and the Nazi Party and explore how he became a dictator Look at the causes of WWII and the main actors Map work – locate allied forces and Axis Powers Vocab: treaty, economic, allies, dictatorship, democracy</p>
<p>Session 5: <u>What was the impact of WWII on Britain?</u> Tell or investigate role of men and women in the war effort and the impact on children including evacuation, rationing and The Blitz Investigate links to Warrington (Burtonwood) Explore propaganda and how it was used during the war by both sides Vocab: propaganda, bias, evacuation, air raids, rationing, the war effort,</p>
<p>Session 6: <u>How was WWII won?</u> Tell or investigate The Battle of Dunkirk and The Battle of Britain Discuss how they were turning points in the war Discuss American involvement in WWII and how it ended (VE Day and surrender of Japan) Vocab: nuclear bomb, surrender,</p>
<p>Session 7: <u>Can conflicts ever be justified?</u> Discuss various causes of conflict and whether wars can ever be justified (humanitarian issues etc) Link intolerance to WWII and explore why British Values are important to ensure we are good British and global citizens and the importance of equality Vocab: humanitarian</p>
<p>Future learning this content supports:</p> <ul style="list-style-type: none">• Ideas, political power, industry and empire: Britain, 1745-1901 KS3• Challenges for Britain, Europe and the wider world 1901 to the present day KS3