



History

Year 1

Year 1 - Medium Term Planning - History - Spring 2

Kings, Queens and Leaders



Prior Learning Links

EYFS Summer 1: Kings and Queens

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 learnt 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.

Concepts

Substantive Concepts - monarchy, law, tax, Parliament, religion, (puritan), civil war and power.

Disciplinary Concepts – causation, sources and evidence

Essential Knowledge & End Points

England has been ruled by Kings and Queens for a long time.

- His Royal Highness King Charles III is our current king.
- King John was forced to sign the Magna Carta by the Barons.
- Parliament was set up to make decisions for the country.
- There was a time when there was no King of England.
- Oliver Cromwell was called upon to rule the country and become the 'Lord Protector'.

National Curriculum Coverage

- The lives of significant individuals in the past who have contributed to national and international achievements
- Events beyond living memory that are significant nationally or globally
- Changes within living memory (the coronation of Elizabeth II)

Key Vocabulary

throne - a special chair for a king or queen, or another very important person

sceptre - an ornamented (decorated) rod carried by rulers on special occasions

Majesty – a royal person

reign - the time/period that a person is in charge and rules over the country

baron - an important person who owns land

the Magna Carta - a written promise (charter) that was sealed by King John

civil war - a war between people who live in the same country

coronation - when a king or queen is given the crown

royalty - people who are kings or queens, or in the same family as the king/queen

	Knowledge	As historians, we will...	
Session 1: Kings and Queens	<p>To know that the United Kingdom has been ruled by kings and queens for many years</p> <ul style="list-style-type: none"> • His Royal Highness King Charles III is our King • Kings and queens sometimes wear special items such as a crown, and hold special things such as an orb and sceptre. • A coronation is when the crown is placed on the king/queens head. 	Use images to be able to describe a monarch.	Assessment opportunity Prior learning task-talk about what country the children live in and what is a King/Queen
Session 2: King John I and the Magna Carta	<p>To understand that King John I made an important promise to the people of England</p> <ul style="list-style-type: none"> • King John I made a promise to the people of England when he sealed the Magna Carta • King John I promised that he would not imprison people for no reason • We know about the Magna Carta as it was written down and still exists today 	Be introduced to the disciplinary concept of causation by thinking about what events occur and why a situation arises. What caused the barons to force King John to seal the Magna Carta?	
Session 3: King Henry III and Parliament	<p>I know that a parliament was set up to make decisions for the country.</p> <ul style="list-style-type: none"> • Henry III didn't want to listen to the barons and this made them angry • Simon de Montfort captured Henry at the Battle of Lewes and set up the first parliament • Parliament had representatives from towns and counties in England 	Consider the causes of historically significant events.	
Session 4: King Charles I	<p>To understand that King Charles I did not want to listen to Parliament</p> <ul style="list-style-type: none"> • King Charles I believed in the Divine Right of Kings which meant that the monarch was appointed by God and had all the power • King Charles I was executed (or 'stopped'/'removed as king') • After King Charles I died, there was no king 	Understand the changing of power of monarchs.	
Session 5: Oliver Cromwell and the Commonwealth	<p>To know that there was a time when England did not have a king</p> <ul style="list-style-type: none"> • After Charles I died, there was no King and England was a commonwealth <ul style="list-style-type: none"> • Oliver Cromwell became the Lord Protector • Oliver Cromwell was a Puritan and Parliament banned sports, theatres and Christmas 	Understand that the religious beliefs of those in power led to new laws.	

<p>Session 6: Assessment Task</p>	<p>England has been ruled by Kings and Queens for a long time.</p> <ul style="list-style-type: none"> • His Royal Highness King Charles III is our current king • King John was forced to sign the Magna Carta by the Barons. • Parliament was set up to make decisions for the country. • There was a time when there was no King of England. 	<p>Use our chronological understanding to sequence the monarchs.</p>	<p>Assessment opportunity</p> <p>End of unit task: to complete the multiple choice. Placing images chronologically.</p>
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History

Year 2

Year 2 - Medium Term Planning - History - Spring 2

Tudors



Prior Learning Links

Year 1: Spring 2-Kings, Queens and Leaders

The children in Year 2 have also learnt about 'Roman Britain'

Essential Knowledge & End Points

- Life was different for the rich and the poor in Tudor England
 - Henry VII was the first Tudor monarch.
- Henry VIII made himself Head of the Church of England and had six wives.
- Edward VI was a Protestant and made religious reforms during his short reign.
- Mary I was a Catholic and is sometimes remembered as 'Bloody Mary'.
- Elizabeth I reigned for 44 years. Her reign is sometimes remembered as the Golden Age.

National Curriculum Coverage

- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

Key Vocabulary

Protestant - a division of Christianity: Protestantism has simpler churches without much decoration, and the Pope is not in charge

Catholic - another division of Christianity: in Catholicism, the bible is in Latin, the Pope is head of the church, and churches are beautifully decorated with lots of gold and paintings

The English Reformation - when England became a Protestant country and King Henry VIII became head of the Church of England

Dissolution of the Monasteries - King Henry VIII closed the monasteries and abbeys (religious places) of England and took their land and wealth
heir - the person who has a right to be king/queen after the king or queen dies

execute – to kill

peasant – a poor person

Concepts

Substantive – monarchy, power and religion

Disciplinary - sources & evidence, historical significance and similarities & differences.

	Knowledge	As historians, we will...	
Session 1: Life in Tudor England	<p>To understand that life in Tudor England was different to life in England today</p> <ul style="list-style-type: none"> The lives of the rich and poor were very different in Tudor England <ul style="list-style-type: none"> Boys and girls were treated differently Historical sources tell us about life in Tudor England 	Use sources and evidence from this period to find out what life was like in Tudor England. Learn about the similarities & differences experienced by the rich and the poor during this period	Assessment opportunity Not applicable in this planning.
Session 2: Henry VIII	<p>To know that Henry VIII was a Tudor king</p> <ul style="list-style-type: none"> Henry VIII was the second son of the first Tudor monarch- Henry VII Henry VIII had 6 wives Henry VIII had three children: Mary, Elizabeth and Edward 	Use historical sources to find out what Henry VIII was like as a young man.	
Session 3: The English Reformation	<p>To know that Henry VIII made himself head of the Church of England</p> <ul style="list-style-type: none"> Before the Reformation, England was a Roman Catholic country and the Pope was the head of the church <ul style="list-style-type: none"> King Henry VIII became head of the Church of England One of the reasons for the reformation was Henry VIII desire to end his marriage to Catherine of Aragon 	Use story-telling to learn about key events in the past.	
Session 4: Edward VI and Mary I	<p>To know that King Edward VI and Queen Mary I were the children of Henry VIII</p> <ul style="list-style-type: none"> Edward VI was only 9 when he inherited the throne Edward VI was a Protestant and Mary I was a Catholic Mary I was the first queen to rule on her own and is sometimes remembered as 'Bloody Mary' 	Be able to explain the similarities and differences between two monarchs.	
Session 5: Queen Elizabeth I	<p>To know that Elizabeth I was the last Tudor monarch</p> <ul style="list-style-type: none"> Elizabeth I ruled for 44 years and this time is known as the Elizabethan 'Golden Age' The Elizabethan Religious Settlement was a compromise between Catholics and Protestants <ul style="list-style-type: none"> During Elizabeth's reign, Shakespeare opened the Globe theatre 	Understand the historical significance of the 'Golden Age'.	

Session 6: Assessment	To name the Tudor monarchs and describe some of the key events that took place during their reigns.	Show an understanding of the chronology of this period of History.	Assessment opportunity End of unit task: to complete the multiple choice quiz
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History

Year 3

Year 3 - Medium Term Planning - History - Spring 1 and 2

The Anglo-Saxons, Scots and Vikings



Prior Learning Links

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.

Concepts

Substantive - migration, invasion, law, trade, settlement, religion and monarchy

Disciplinary - similarities & differences, continuity & change, sources and evidence

Essential Knowledge & End Points

- Anglo Saxons came to England after the Romans left
- Anglo Saxons comprised of the Angles, Saxons and the Jutes
 - During this time, England was divided into kingdoms
 - The Picts and the Scots were early settlers in Scotland
- Many Anglo Saxons were farmers and grew crops and kept animals
- Many Anglo Saxons & Vikings, who originally had Pagan beliefs, converted to Christianity
 - The Vikings raided, invaded and settled in England
- Many Vikings lived on farms, growing crops and looking after animals
 - Danelaw was an area of England ruled by the Vikings
 - King Alfred was the Anglo-Saxon King of Wessex
- King Alfred defeated the Vikings and made an agreement to trade peacefully
- King Canute was a Viking King; he understood the limits of his power
- Later, England had an English King called Edward the Confessor, who left no clear heir
 - The Battle of Hastings was fought in 1066

National Curriculum Coverage

- 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

Key Vocabulary

Anglo-Saxon - a mix of people from Germany, Denmark and the Netherlands who came to live in England during the 5th Century (the three biggest tribes were the Angles, the Saxons and the Jutes).

Viking - people of Scandinavian origin who travelled by sea and raided, invaded and settled in Europe from the 8th century.

kingdom - A country or place ruled by a king or queen.

Scots - people who lived in Scotland (previously thought to have migrated from Ireland)

Picts - Early settlers in Scotland who fought with the Romans

migration - where people move from one place to live in another place.

settlement - a place where people live, and sometimes work

raid - an unexpected attack where an enemy comes to steal and/or destroy

trade - buying and selling goods or services

invasion - to enter a country or place by force with the intent of taking over

Pagan - a word used to describe people who believe in many gods and goddesses.

Danelaw - the area of northern and eastern England ruled by the Vikings.

danegeld - money, or goods, paid by the Anglo-Saxons to the Vikings to stop them invading more places.

	Knowledge	As historians, we will...	
Session 1: Anglo-Saxon England	<p>To know the Anglo Saxons came to England after the Romans left</p> <ul style="list-style-type: none">• After the Romans left Britain around 410 CE, the Anglo Saxons invaded• The Anglo Saxons were made up of the Angles, Saxons and the Jutes and divided England into kingdoms• The three largest Anglo-Saxon kingdoms were Northumbria, Mercia and Wessex	Understand that artefacts left behind tell us about what happened during this period of History.	Assessment opportunity Prior Learning Task - Recap the fall of the Roman Empire and the end of Roman Britain. What did you learn about the Romans in Britain (Romans in Britain–Yr2)? When the Romans left Britain, Britain was empty. True/False.
Session 2: The Picts and the Scots	<p>To know that that Picts and the Scots were early settlers in Scotland</p> <ul style="list-style-type: none">• The Romans were unable to defeat the Picts when they invaded Britain• The Scots and the Picts both lived in Scotland, separated by the Grampian Mountains• The area of Scotland called Pictland merged with the kingdom of Dál Riata.<ul style="list-style-type: none">• This formed the kingdom of Alba, later known as Scotland.	Look at sources of evidence to find out about the past.	
Session 3: Anglo Saxon Settlements	<p>To know what life was like in an Anglo Saxon settlement</p> <ul style="list-style-type: none">• There was a big difference between the lives of rich and poor Anglo Saxons<ul style="list-style-type: none">• Many Anglo Saxons were farmers and grew crops and kept animals• Most Anglo Saxon children didn't learn to read or write, and worked like their parents	Make links with our learning as Geographers about migration and settlements.	

Session 4: Anglo Saxon Culture and Religion	<p>To know that over time many Anglo Saxon people converted to Christianity</p> <ul style="list-style-type: none"> Anglo Saxons were skilled craft workers and enjoyed playing games, feasting and telling stories The Pope sent a Monk to England to try and convert the Anglo Saxons to Christianity <ul style="list-style-type: none"> A monk called Bede wrote a book about Anglo Saxon history and how people converted to Christianity 	Learn about continuity and change and how religion and beliefs have changed in England from 450 to 1066.	
Session 5: Who were the Vikings?	<p>To explain how shipbuilding skills helped the Vikings to explore.</p> <ul style="list-style-type: none"> The Vikings were very good at ship building and exploring. Their strong ships allowed them to explore far over the seas. <ul style="list-style-type: none"> Vikings raided and also traded around the world. 	Using sources and evidence find out about how Historians knew about Viking ships.	
Session 6: Viking Raids and Invasion	<p>To know that the Vikings invaded Britain</p> <ul style="list-style-type: none"> In 793, the Vikings raided the monastery of St Cuthbert on Lindisfarne The Vikings killed many people and stole valuable things from the places they attacked. There are lots of things remaining in Britain today that show the Vikings lived here. 	Understand that the ‘Anglo-Saxon Chronicle’ and extracts from it can be used as a source of evidence. It showed us how the Vikings attacked and invaded Britain.	
Session 7: Viking settlements and Danelaw	<p>To know the Anglo Saxons and Vikings lived in Britain.</p> <ul style="list-style-type: none"> The Danelaw was an area of England ruled by the Vikings. Many Vikings lived on farms, growing crops and looking after animals. <ul style="list-style-type: none"> Vikings often lived in houses made from wattle and daub. 	Write about what life was like in the Danelaw using the appropriate historical vocabulary.	
Session 8: Alfred the Great	<p>To know that King Alfred defeated the Vikings.</p> <ul style="list-style-type: none"> King Alfred was the Anglo-Saxon King of Wessex. King Alfred dreamed about defeating the Vikings and let some cakes burn. King Alfred defeated the Vikings and made an agreement to trade peacefully 	Use extracts from the ‘Anglo-Saxon Chronicle’ to write about Alfred the Great.	
Session 9: Viking Religion and Culture	<p>The Vikings believed in many gods and goddesses.</p> <ul style="list-style-type: none"> The Vikings did not write religious stories down, they told them to one another over many years. <ul style="list-style-type: none"> Odin, Thor, Loki and Freya were Viking Gods. Many Vikings converted to Christianity. 	Understand how archaeologists have helped Historians to learn about the past. Acknowledge that religion changed during this period in History.	
Session 10: Edward the Confessor	<p>To know that King Canute understood the limits of his power</p> <ul style="list-style-type: none"> King Canute was a Viking King who ruled over much of England. King Canute showed his followers that he could not control the tides. Later, England had an English King called Edward the Confessor, who left no clear heir. 	Write a story from the past about King Canute and the Tides.	
Session 11: The Norman Invasion	<p>To know the Battle of Hastings was fought in England in 1066.</p> <ul style="list-style-type: none"> After Edward the Confessor died, Harald Hardrada, Harold Godwinson and William, Duke of Normandy, all wanted to be King of England. The Battle of Hastings was fought between Harold Godwinson and William, Duke of Normandy in 1066. <ul style="list-style-type: none"> William’s Norman army were victorious and William became King of England. 	Use the Bayeux Tapestry to write about what happened during the Battle of Hastings.	
Session 12: Assessment	<ul style="list-style-type: none"> King Alfred was the Anglo-Saxon King of Wessex King Alfred defeated the Vikings and made an agreement to trade peacefully <ul style="list-style-type: none"> King Canute was a Viking King; he understood the limits of his power Later, England had an English King called Edward the Confessor, who left no clear heir 	Name and describe the accomplishments of these significant people. Why were they significant?	Assessment opportunity End of unit task: Children complete the MCQ. Children to complete a written task to describe the accomplishments of 2 of these significant individuals.



History

Year 4

Year 4 - Medium Term Planning - History - Spring 2

The Rise and Fall of Rome



<div>Prior Learning Links</div> <div>Building on knowledge of Ancient Rome from the previous unit (Year 4 Spring 1), 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</div> <div>Year 2- previously studied Julius Caesar</div>		<div>Essential Knowledge & End Points</div> <div><ul style="list-style-type: none">To understand that the Punic Wars allowed Rome to become more powerfulTo know that Julius Caesar was one of the most influential people in world historyTo know that Brutus and Cassius assassinated Julius Caesar.To know that Augustus was Rome’s first emperor, and the Pax Romana was a long period of peaceTo begin to understand that the Roman Empire came to an end in the 5th century as it became weakened and unable to keep out invaders</div> <div>National Curriculum Coverage</div> <div>- the Roman Empire and its impact on Britain</div>		<div>Key Vocabulary</div> <div>Punic Wars - three wars between Rome and Carthage, which Rome won</div> <div>Assassinate - to kill someone for political reasons</div> <div>Pax Romana - A period of two hundred years when the Roman Empire was very peaceful and rich</div> <div>Persecution - hurting someone, often for their religious beliefs or ethnicity</div> <div>barbarian - an insulting word the Romans used for the different tribes attacking the empire in the 5th Century CE</div> <div>sack - to destroy an enemy city and steal anything of value</div>	
	Knowledge		As historians, we will...		
Session 1: The Punic Wars and the expanding empire	<div>To understand that the Punic Wars allowed Rome to become powerful</div> <div><ul style="list-style-type: none">Rome had many rivals to its power; the earliest and greatest was the city of Carthage<ul style="list-style-type: none">Rome fought and won three wars (The Punic Wars) against CarthageThe Punic Wars enormously increased Rome’s power and prestige across the Mediterranean</div>		Understand the chronology of this period of time by completing a timeline of the Punic wars.		<div>Assessment opportunity</div> <div>Prior learning task: What do the children already know about the Roman Empire? Do they know how it might have become so powerful? Share the knowledge organiser.</div>
Session 2: Julius Caesar Part 1	<div>To know that Julius Caesar was one of the most influential people in world history</div> <div><ul style="list-style-type: none">Many historians believe that the Roman Empire could not have existed without Julius CaesarJulius Caesar conquered a great deal of territory for Rome, but also defeated his rivals.<ul style="list-style-type: none">Julius Caesar made himself dictator-for-life.</div>		Write a biography/fact-file about the historically significant figure Julius Caesar and his life.		
Session 2: Julius Caesar Part 2	<div>To know causes and consequences of Julius Caesar’s assassination</div> <div><ul style="list-style-type: none">Caesar’s murder in 44 BCE, led to the destruction of the Roman Republic and the birth of the empireBrutus and Cassius plotted to assassinate Julius Caesar Julius Caesar was killed by the senators on the Ides of March (15th March)</div>		Write a biography/fact-file about the historically significant figure Julius Caesar and his life and his assassination.		
Session 3: Caesar Augustus and the Pax Romana	<div>To know that Augustus was Rome’s first emperor, and the Pax Romana was a long period of stability</div> <div><ul style="list-style-type: none">The man who became Caesar’s successor was called Octavian, but on taking power he renamed himself Caesar AugustusHe became the first emperor of Rome and reformed it into a powerful, stable empireHis reforms contributed to a two-hundred year period of stability called the Pax Romana, or Roman Peace</div>		Explain why a historically significant event took place and the impact that it had on the Roman citizens.		
Session 4: Christianity in the Roman Empire	<div>To know that Christianity began as a small sect of Judaism but grew to be a huge, powerful religion</div> <div><ul style="list-style-type: none">Christianity went from a small sect in a far corner of the huge Roman Empire, to the largest religion in the world within the space of a few hundred years</div>		Understand the chronology of the rise of Christianity in the Roman Empire and complete a timeline to show this.		

	<ul style="list-style-type: none"> • Christianity was illegal for the first three centuries of its existence • After Emperor Constantine made it legal, Christianity become a dominant religious, political and cultural force in the ancient world 		
Session 5: The Fall of the Roman Empire	<p>To understand why the Roman Empire came to an end</p> <ul style="list-style-type: none"> • The Roman Empire ended in 476 CE, but it did not happen suddenly <ul style="list-style-type: none"> • The absolute power of the emperors led to huge corruption • By the 5th Century this had so weakened the empire that it could no longer keep out invaders 	Explain what caused the Roman Empire to collapse and consider which cause was the most important.	
Session 6: Assessment	To understand why the Roman Empire came to an end	Write a historical essay about what led to the fall of the Roman Empire.	Assessment opportunity End of unit task: Children to complete the MCQ and then do an extended writing task.



History

Year 5

Year 5 - Medium Term Planning - History - Spring 2

The Transatlantic Slave Trade



Prior Learning Links

Looked at slavery in other contexts - Roman society

Background knowledge of the British Empire

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 be able to use their knowledge of resistance and revolts from their knowledge of the French Revolution

Concepts

Substantive - slavery, empire, trade, migration, resistance, and revolt

Disciplinary - historical significance, causation, and sources and evidence

Essential Knowledge & End Points

The Transatlantic Slave Trade was established to provide slave labour from Africa to work on plantations in the Americas.

- The 'middle passage' or 'Atlantic passage' was the journey taken in slave ships from West Africa to America, where enslaved Africans faced horrific conditions. Many people died.
- The treatment of enslaved Africans was extremely cruel.
- The Abolitionists in Britain were campaigners, including black former slaves, who tried to persuade Parliament to end the slave trade.
- In 1807, the slave trade was abolished, and 1833 when slavery was abolished throughout the British Empire.
- Historians believe that the Slave Trade was abolished due to African resistance, economic factors and the humanitarian campaigns led by the abolitionists.

National Curriculum Coverage

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- understand how our knowledge of the past is constructed from a range of sources.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key Vocabulary

transatlantic slave trade - responsible for the forced migration of millions of people from Africa to the Western Hemisphere from the middle of the 15th century to the end of the 19th century

enslaved Africans - a human being classed as property, who is owned by another person and who is forced to work for nothing (to refer to a person who was enslaved as a 'slave' strips them of their identity - therefore, the term 'Enslaved Africans' should be used)

Atlantic passage - sometimes known as the 'Middle Passage', refers to the part of the trade where enslaved Africans, densely packed onto ships, were transported across the Atlantic to the West Indies

plantation - Usually a large farm or estate, especially in a tropical or semitropical country, on which cotton, tobacco, coffee, sugarcane, or the like is grown

abolitionist - an abolitionist was someone who wanted to end slavery

	Knowledge	As historians, we will...	
Session 1: The Origins of the Transatlantic Slave Trade	<p>To know that the Transatlantic Slave Trade transported millions of enslaved Africans to the Americas</p> <ul style="list-style-type: none"> • The Atlantic Slave Trade provided slave labour to work on plantations in the Americas, which provided goods such as coffee, sugar and tobacco • Enslaved Africans were sold to the European traders in exchange for goods - Africans would be taken across the sea crammed into slave ships 	Write about the three stages of the Atlantic Slave Trade.	Assessment opportunity Prior learning task-What does slavery mean? Ask the children to think back to the units on the Romans, the Ancient Greeks and the British Empire. Can you remember anything about the Slave Trade? Look at the definition of slavery on the KO. Look at a map of the world- where is Africa/ America/ Europe?
Session 2: The Atlantic Passage	<p>To understand the conditions faced by enslaved Africans during the Atlantic passage</p> <ul style="list-style-type: none"> • The 'middle passage' or 'Atlantic passage' was the journey taken in slave ships from West Africa to America • Conditions on a slave ship were so appalling and inhumane that one in ten would die during the journey and sailors said it could be smelt before it could be seen • Some Africans resisted capture and lead revolts on board the ships. These were usually unsuccessful and were brutally punished. 	Use primary and secondary sources to learn about what conditions were like on slave ships.	

Session 3: Enslaved Africans-Treatment and Resistance	<p>To understand the conditions in which enslaved Africans faced in the Americas</p> <ul style="list-style-type: none"> Enslaved Africans could be bought at auction, branded by their owner, and sent to work on a plantation <ul style="list-style-type: none"> The treatment of enslaved Africans was extremely cruel Some enslaved Africans resisted by running away or revolting. Some slaves were able buy their freedom from their owner, but this was very rare 	Use a range of sources to be able to describe what life was like for enslaved Africans.	
Session 4: The abolishment of slavery	<p>To know that the slave trade was abolished in 1807</p> <ul style="list-style-type: none"> The abolition of slavery was achieved by African resistance, economic factors and humanitarian campaigns The Abolitionists in Britain were campaigners, including black former slaves, who tried to persuade Parliament to end the slave trade While the slave trade was abolished in 1807, slavery wasn't made illegal in the British Empire until 1833 	Consider what led to the abolition of slavery and who the historically significant abolitionists were.	
Session 5: An abolitionist Thomas Clarkson	<p>Thomas Clarkson was one of the leading abolitionists in Britain against the Transatlantic Slave Trade</p> <ul style="list-style-type: none"> Thomas Clarkson entered and won an essay competition at Cambridge University on slavery Thomas Clarkson set up the Committee for the Abolition of the African Slave Trade, along with Granville Sharp Thomas Clarkson recruited MP William Wilberforce to speak on behalf of the abolition movement in Parliament 	Use extracts/secondary sources to learn about a historically significant abolitionist	
Session 6: Assessment	In 1807 the slave trade was abolished, and 1833 when slavery was abolished throughout the British Empire. Historians believe that the Slave Trade was abolished due to African resistance, economic factors and the humanitarian campaigns led by the abolitionists.	Write about a historically significant event.	Assessment opportunity End of unit task – MCQ and Essay: What led to the abolition of slavery in the British Empire? (Causation)



Year 6 - Medium Term Planning - History - Spring 2

The Holocaust - World War 2



Prior Learning Links		Essential Knowledge & End Points		Key Vocabulary	
This unit builds on chronologically from the ‘Rise of Hitler’ Throughout this unit, children will be encouraged to make connections between what they learned about World War I and other wars in the past.		To know that WW2 was a war fought around the world by many countries from 1939- 1945 <ul style="list-style-type: none">The war was fought between two sides: The Allied Powers (including the UK, the Soviet Union, France, USA) and Axis Powers (including Germany, Italy, Japan)The Battle of Britain was fought in the skies and won by the British RAF<ul style="list-style-type: none">Britain was heavily bombed in the war- known at the BlitzThe Code-breakers at Bletchley Park played a significant role in helping the allies win the war<ul style="list-style-type: none">The Holocaust is the name given to the genocide that took place at this time, where the Nazis killed millions of people, predominately Jewish people.The Home Front also played a significant role and the government used propaganda to encourage the people to support the war National Curriculum Coverage a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066		encryption - a practice that involves codes and systems for changing messages so they cannot be read by other people The Blitz - the name given to Hitler’s bombing campaign against the United Kingdom that lasted for eight months in 1940 and 1941 (blitz is the German word for lightning) evacuation - In World War II many children were required to leave their homes, or evacuate, and move to safer places, often in the countryside the Holocaust – the name given to the mass killing of European Jews during WWII genocide - the deliberate killing, or murder, of a large number of people, especially from the same ethnic group or religion Enigma machine - a machine used by Nazi Germany during World WarII to code messages so they could not be read by the Allies: Alan Turing and his team cracked the Enigma Machine and the messages could be intercepted Operation Sealion - Nazi Germany’s code name for their plan to attack and invade the United Kingdom during the Battle of Britain propaganda - information, of a biased or misleading nature, used to promote a political cause or point of view	
Concepts Substantive concepts - empire, conflict, invasion, warfare, nationalism, propaganda and genocide Disciplinary concepts - historical significance, similarity and difference, causation					
	Knowledge		As historians, we will...		
Session 1: An introduction to WWII	To know when and where World War II took place and who it was fought between <ul style="list-style-type: none">World War II began in 1939 (when Germany invaded Poland) and ended in 1945The war was fought between two sides: The Allied Powers (including the UK, the Soviet Union, France, USA) and Axis Powers (including Germany, Italy, Japan)Battles were fought all over the world, including Europe, North Africa, Asia and the Pacific		Use a timeline to look at the key events that took place during the war	Assessment opportunity Prior learning task - recap previous knowledge of WWII- key people, events, reasons for the war (the children should already have some background knowledge of Winston Churchill and Adolf Hitler from the Rise of Hitler unit). What do you know about WW2 so far?	
Session 2: The Battle of Britain	To know what happened during the Battle of Britain and the Blitz. <ul style="list-style-type: none">In 1940, Hitler planned to invade Britain, known as Operation ‘Sealion’Britain’s RAF withstood the German Air Force (Luftwaffe) in the Battle of BritainThe Luftwaffe heavily bombed towns and cities in Britain (known as the Blitz) in an attempt to get Britain to surrender		Use primary sources to understand more about the Battle of Britain and the Blitz		
Session 3: Bletchley Park	To understand the significant role that Bletchley Park played in helping the Allied Powers win the war. <ul style="list-style-type: none">Codebreakers at Bletchley Park were employed by the government to intercept and decode the enemy’s secret messagesAlan Turing and his team created a code-breaking machine called a ‘Bombe’ to read secret German messages sent by their Enigma machinesIntelligence gained at Bletchley was used to win battles on land, at sea and in the air		Learn about two historically significant people from this period and understand that the ‘powerful weapon’ of intelligence was used.		
Session 4: The Holocaust	To know the Holocaust was a time during WW2 when millions of people were killed by the Nazis <ul style="list-style-type: none">The Nazis established camps where people were forced to work, kept in appalling conditions and killed<ul style="list-style-type: none">Many people, including millions of Jews, were killed in gas chambers		Write a historical account about what happened during the Holocaust, a historically significant event.		

	<ul style="list-style-type: none"> At the end of the war, the camps were liberated, but many people died after liberation due to their ill treatment 		
Session 5: The Home Front	<p>To know that the Home Front played a vital role in supporting the war effort</p> <ul style="list-style-type: none"> Civilians tried to escape heavy bombing by hiding in air raid shelters and evacuating the cities Over a million men at home volunteered to join the Home Guard to protect Britain if Germany invaded Women played an important role taking on jobs, previously done by men, working in factories, on farms (the Land Army) The government used propaganda to influence the people to support the war. Campaigns included the 'Dig for Victory' and 'Careless Talk Costs Lives' campaigns 	Use propaganda posters (source) to write an explanation about how the Home Front supported the war effort.	
Session 6: Assessment	The Code-breakers at Bletchley Park played a significant role in helping the allies win the war he Home Front also played a significant role and the government used propaganda to encourage the people to support the war	Write a historical account with a focus on cause and similarities and differences.	Assessment opportunity End of unit task –complete MCQ and then write essay about how people in Britain helped to support the allies to win the war?