



Essential Knowledge & End Points

In England we have a King
The crown of England is passed down through the Royal Family
A palace is a special building where a King or Queen lives.
Kings and Queens have a coronation ceremony and they happen at Westminster Abbey
To know that King John made some promises in the Magna Carta and that it contains important rules and promises.
To know that our government makes choices for our country.

EYFS Curriculum Coverage (Development Matters)

Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past.

Early Learning Goal- Understanding the World- People, Culture and Communities, Past and Present, The Natural World

- Talk about the lives of the people around them and their roles in society.
• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
• Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Vocabulary

monarch- a king or a queen
the Royal Family – the family of the king or queen
crown – a special item worn on a king or queen’s head, often made of precious metal and jewels
coronation - an important ceremony where the king or queen is first crowned
throne – a special chair that the king or queen sits on

Knowledge

As historians, we will...

Week 1: The Royal Family

- Children know that in England, we have a King called King Charles III.
• Children will recognise the Union Jack.
• Children understand that the crown is passed down through the Royal Family.
• Children will know that the King is part of the Royal Family.

Understand and talk about some features of a monarchy

Week 2: Castles and Palaces

- Children recognise Buckingham Palace as a special place.
• Children know when the King is visiting a palace, the Royal Standard (flag) flies.
• Children know that the King’s Guard wear special uniform and protect the King.
• Children may be able to talk about a local building with Royal links or historical significance.

Learn about the importance of the work of Architects in designing different castles and palaces.

Week 3: Coronations

- Children will know that there is a coronation ceremony for a new king or queen.
• Children will be able to talk about what happens during a coronation.
• Children will be able to recognise Westminster Abbey and locate it on a map.
• Children can identify St Edward’s Crown and the sceptre and orb worn during coronations.

Use images and videos of different coronations to learn about the past.

Week 4: King John and the Magna Carta

- Children know that King John taxed people and put people in prison.
• Children know the Barons asked King John to make promises in the Magna Carta.
• Children know that the Magna Carta is an important document from history.
• Children can explain what they know about King John

Know about the importance of the Magna Carta and what happened as a result of it.

Week 5: Our Government

- Children know that the Prime Minister is chosen to make decisions about our country.
• Children know that adults vote (or choose) who they want to be our Prime Minister.
• Children think about how they could improve their school and/or the local area.
• Children are beginning to understand that there are people responsible for our school and local area.

Understand the meaning of democracy and why this is important in the UK.



# Year 3 - Medium Term Planning - History - Summer 1

## Law and Power: 1154 - 1272



<p><b>Prior Learning Links</b></p> <p>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'.</p> <p>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.</p>	<p><b>Essential Knowledge &amp; End Points</b></p> <p>To know and understand that Henry II is known as the father of common law.</p> <ul style="list-style-type: none"> <li>To know that a big misunderstanding between Henry II and Thomas Becket led to Beckett being murdered Canterbury Cathedral</li> <li>To know that during this period European Kings, including Richard I, invaded the Holy Lands during the Holy Wars</li> <li>To understand why King John was forced agree to demands from the barons and seal the Magna Carta in 1215             <ul style="list-style-type: none"> <li>To know that Simon de Montfort set up the first Parliament</li> </ul> </li> </ul> <p><b>National Curriculum Coverage</b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p><b>Key Vocabulary</b></p> <p><b>jury</b> - a group of people that make a decision on someone's guilt based on evidence given.</p> <p><b>Rule of law</b> - a set of rules that must be followed</p> <p><b>trial by ordeal</b> - to decide someone's guilt by use of a cruel test</p> <p><b>the Crusades</b> - a series of invasions of Muslim controlled territory in the Holy Land by Christian armies</p> <p><b>Holy Land</b> - tyrant Parliament modern day Israel and Palestine</p> <p><b>knight</b> - a king's soldier who wore armour</p> <p><b>tyrant</b> - a cruel ruler</p> <p><b>baron</b> - a very powerful and wealthy landowner</p> <p><b>burgh</b> - a medieval area of land</p> <p><b>Parliament</b> - the highest legislature, consisting of the Sovereign, House of Lords and the House of Commons</p> <p><b>Magna Carta</b> - a document of rules sealed by King John in 1215</p>
<p><b>Concepts</b></p> <p><b>Substantive</b> - law, monarchy, invasion, religion/church</p> <p><b>Disciplinary</b> - continuity &amp; change, historical significance, interpretation</p>		

	Knowledge	As historians, we will...	
<p><b>Session 1: Henry II and English Common Law</b></p>	<p>To know that Henry II is known as the father of common law</p> <ul style="list-style-type: none"> <li>Henry II used Royal Justices (Judges) to travel the country to make sure local courts were following Common Law.             <ul style="list-style-type: none"> <li>During the middle ages, legal cases were often decided by 'Trial by Ordeal'                 <ul style="list-style-type: none"> <li>Henry established the use of the Jury of Presentment</li> </ul> </li> </ul> </li> </ul>	<p>Understand the historical significance of Henry II in reforming the legal system in Britain and that Historians named him 'the father of common law'.</p>	<p><b>Assessment opportunity</b></p> <p>Prior learning task: Children to write/discuss what they know about royal power/ kings and queens. Show the Knowledge Organiser do they recognise anyone?</p>
<p><b>Session 2: Henry II and Thomas Becket</b></p>	<p>To know that Thomas Becket was killed in Canterbury Cathedral.</p> <ul style="list-style-type: none"> <li>Henry II made his friend, Thomas Becket, Archbishop of Canterbury.</li> <li>Henry II and Thomas Becket argued over the power of the Church.</li> <li>Henry II said 'will no one rid me of this turbulent priest?' and some of Henry's knights killed Becket.</li> </ul>	<p>Explain what happened between Thomas Becket and Henry II and how their disagreement led to the death of Becket.</p>	
<p><b>Session 3: The Crusades and Richard the Lionheart</b></p>	<p>To know that the Holy Wars were fought over power of the Holy Land, sacred to both Christians and Muslims.</p> <ul style="list-style-type: none"> <li>Christian European kings wanted to win control of the 'Holy Land'.</li> <li>They led a series of battles called the Holy Wars against Muslims.</li> <li>England's most famous King who fought in the holy wars was Richard the Lionheart, he fought the Sultan of Jeru</li> </ul>	<p>Understand that some have interpreted Richard I actions as an invasion.</p>	
<p><b>Session 4: King John and the Magna Carta</b></p>	<p>To understand why King John was asked to seal the Magna Carta.</p> <ul style="list-style-type: none"> <li>Whilst Richard I was away fighting in the Holy Land, his brother John began to rule as king.</li> <li>When Richard died, he became King John. King John is remembered as being a troublesome king.</li> <li>King John was forced to agree with promises in the Magna Carta in 1215.</li> </ul>	<p>Understand how Historians use evidence to interpret the past and how this has resulted in King John being known as a tyrant.</p>	

<p><b>Session 5: Simon de Montfort</b></p>	<p>To know that Simon de Montfort called the first Parliament to make decisions about the country</p> <p>Henry III fought the barons at the Battle of Lewes, and Simon de Montfort defeated and imprisoned the King.</p> <p>Simon de Montfort asked every county in England to send two people to represent them at a meeting.</p> <p>This meeting was called a 'Parliament', from the French word 'parler' which means 'to talk'.</p>	<p>Identify how power changed hands between Henry III and Simon de Montfort.</p>	
<p><b>Session 6: Assessment</b></p>	<p>To be able to recall and discuss some of the significant historical events of the period 1154-1272</p>	<p>Look at the changes that have happened because of the people/events being studied, e.g. the legal reforms of Henry II.</p> <p>Write like a Historian</p>	<p><b>Assessment opportunity</b></p> <p>End of unit task-Complete MCQ</p> <p>Complete an essay question based upon the learning from this unit.</p>



# Year 4 - Medium Term Planning - History - Summer 1 and 2

## The Stuarts



<p><b>Prior Learning Links</b></p> <p>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.</p> <p>This unit builds on from the 'Kings and Queens' unit in Year 1 and is designed to be taught 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.</p>	<p><b>Essential Knowledge &amp; End Points</b></p> <ul style="list-style-type: none"> <li>James I was the first Stuart king and believed in the 'divine right of kings' and didn't treat Catholics well during his reign. As a result, there was a Gunpowder Plot to blow up the Houses of Parliament. <ul style="list-style-type: none"> <li>The second Stuart king, the son of James I, was Charles I. He was unpopular with parliament and his decisions as king led to the English Civil War, where he was defeated and eventually executed for treason.</li> </ul> </li> <li>Following the execution of Charles I, England became a Commonwealth and the Lord Protector, Oliver Cromwell was in charge.</li> <li>The third Stuart king, Charles II, was restored to the throne in 1660 and ruled until his death in 1685. During his reign, the Great Plague of 1665-66 and the Great Fire of London happened.</li> <li>James II, the fourth Stuart king, inherited the throne from his brother Charles II. He was a Catholic and wanted more religious freedom for Catholics which upset parliament and consequently led to the Glorious Revolution.</li> <li>The Duke of Monmouth, the illegitimate son of Charles II attempted to overthrow James II but was defeated at the Battle of Sedgemoor</li> <li>The Glorious Revolution of 1688 was when some powerful lords invited James II's daughter Mary and her husband, William of Orange (and his army) to England to take the throne. James II fled England and the two were crowned joint king and queen.</li> <li>The Bill of Rights was agreed by William and Mary in 1689. This limited the power of the monarchy and stated that laws and taxes had to be passed by parliament, and that people had the right to freedom of speech and fair treatment in court.</li> </ul>	<p><b>Key Vocabulary</b></p> <p><b>divine right of kings</b> - the belief that kings are chosen by God and therefore should have all the power</p> <p><b>plot</b> - a secret plan made by a group of people to do something illegal/harmful</p> <p><b>the Gunpowder Plot</b> - a plot, led by Robert Catesby, to blow up the Houses of Parliament on the 5th November 1605</p> <p><b>Union of the Crowns</b> - when King James VI of Scotland became King James I of England, this united the two kingdoms under one crown</p> <p><b>civil war</b> - a war between people from the same country</p> <p><b>treason</b> - a crime where a person betrays their country (this includes trying to kill their king)</p> <p><b>commonwealth</b> - an old word for a government created for the good of the people</p> <p><b>Royalist</b> - also known as Cavaliers: fought on the side of King Charles I during the English Civil War</p> <p><b>Parliamentarian</b> - also known as the Roundheads: fought on the side of Parliament during the English Civil War</p> <p><b>the Restoration</b> - The Restoration of 1660 marked the return of Charles II to the throne after the Commonwealth (when England didn't have a king)</p> <p><b>bubonic plague</b> - a disease which causes painful, swollen lumps, black hands and feet and flu-like symptoms</p> <p><b>Catholic</b> - a form 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</p> <p><b>Protestant</b> - a form of Christianity: Protestants have simpler churches without decorations, and the pope is not in charge</p>
<p><b>Concepts</b></p> <p><b>Substantive</b> – monarchy, law, religion and war</p> <p><b>Disciplinary</b> - historical significance, causation, consequence, historical interpretations, continuity &amp; change, sources and evidence</p>		
<p><b>National Curriculum Coverage</b></p> <p>In Key Stage 2, children should be taught:</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>		

	Knowledge	As historians, we will...	
<p><b>Session 1: James I and the Union of the Crowns</b></p>	<p>To know that James VI of Scotland became James I of England and believed in the 'Divine Right of Kings'</p> <ul style="list-style-type: none"> <li>When Elizabeth died in 1603, James VI of Scotland, became James I of England. <ul style="list-style-type: none"> <li>This was called the 'union of the crowns'</li> </ul> </li> <li>James I created the first 'Union Jack' by combining the crosses of St George and St Andrews James I believed he had been chosen by God to be king and no one could challenge this power</li> </ul>	<p>Use primary sources (speech given by James I) to learn about a significant figure/events from the past.</p>	<p><b>Assessment opportunity</b></p> <p>Prior learning task- talk about who Elizabeth I was and why she was important. Look at where Stuarts fit on timeline.</p>
<p><b>Session 2: The Gunpowder Plot</b></p>	<p>To know that during the reign of James I there was a plot to blow up the Houses of Parliament</p> <ul style="list-style-type: none"> <li>The gunpowder plotters were a group of Catholics that were angry about how they were being treated under James I's rule</li> <li>The plotters planned to blow up the houses of parliament on the 5th November 1605 <ul style="list-style-type: none"> <li>Guy Fawkes was responsible for lighting the gunpowder</li> </ul> </li> <li>The Plot was discovered when one of the plotters, sent a warning letter to his friend, which was given to the king</li> </ul>	<p>Learn about the causes of the Gunpowder plot from different sources including reading the letter that was written to Lord Montague.</p>	

<b>Session 3: Charles I</b>	<p>To understand how Charles I's decisions led to Civil War</p> <ul style="list-style-type: none"> <li>Charles I was an unpopular king with many people and his decisions led to the civil war. Charles did not call Parliament for 11 years</li> <li>Charles' decisions that led to the war included: refusing to share power with parliament, marrying a Catholic, religious reforms, and taxing the British people in order to fight wars</li> </ul>	<p>Analyse evidence to decide what we think were the most important causes that led to an event: What were the causes of the English Civil War?</p>
<b>Session 4: The English Civil War</b>	<p>To know that the English Civil War lasted for seven years and lots of people died.</p> <ul style="list-style-type: none"> <li>Civil War broke out in 1642 between those in favour of the king (the Cavaliers/ Royalists) and Parliamentarians/ Roundheads</li> <li>After 7 Years the Parliamentarians (roundheads) won the war, and took Charles I prisoner.</li> <li>In 1649, after two Civil Wars and endless discussions, Parliament finally decided they had to execute Charles I.</li> </ul>	<p>Look at and write about the consequences of the 'English Civil War' including the death of people and a king being executed.</p>
<b>Session 5: Oliver Cromwell and the Commonwealth</b>	<p>To know that when England did not have a king, Oliver Cromwell led the country as Lord Protector</p> <ul style="list-style-type: none"> <li>After the execution of Charles I, Britain became a 'Commonwealth'</li> <li>Oliver Cromwell ruled the English Commonwealth as 'Lord Protector' for nine years. <ul style="list-style-type: none"> <li>Oliver Cromwell is a controversial figure.</li> </ul> </li> </ul>	<p>Understand that Historians disagreed about whether Oliver Cromwell was a hero or a tyrant. Consider your own thoughts about Oliver Cromwell.</p>
<b>Session 6: The restoration of Charles II</b>	<p>To know that Charles II ( Charles I's son) was restored to the throne in 1660</p> <ul style="list-style-type: none"> <li>Parliament asked Charles II to come out of exile in France to be the King</li> <li>Charles II enjoyed relaxing and hobbies, including going to the theatre and horse racing and was known as the 'Merry Monarch' <ul style="list-style-type: none"> <li>The Royal Society was founded in 1660 and Charles II became a patron</li> </ul> </li> </ul>	<p>Write a biography about Charles II and highlight what happened during his reign.</p>
<b>Session 7: The Great Plague</b>	<p>To know the Great Plague of 1665 killed many people</p> <ul style="list-style-type: none"> <li>The Great Plague/ Bubonic plague was spread by the fleas carried by rats <ul style="list-style-type: none"> <li>People who caught the disease had swollen lumps on their body</li> </ul> </li> <li>It is believed over 100,000 people died in London alone, approximately 15% of the population</li> </ul>	<p>Use sources and evidence e.g. death records and diaries to be able to write about a significant event in History.</p>
<b>Session 8: The Great Fire of London</b>	<p>To know that the Great Fire of London in 1666 spread quickly and destroyed much of the city The fire of London began on the night of 2nd September 1666 and destroyed the homes of thousands of people. The fire was caused by a baker who left his ovens burning through the night at his bakery on Pudding Lane. The fire was eventually stopped using 'firebreaks' and 'fire hooks'</p>	<p>Write an explanation about the causes of the Great Fire of London using information gathered from different sources and evidence.</p>
<b>Session 9: Christopher Wren and the rebuilding of London</b>	<p>To know that Christopher Wren was asked to oversee the rebuilding of London after the Great Fire of London in 1666</p> <ul style="list-style-type: none"> <li>Christopher Wren planned to rebuild London with grand formal streets and he rebuilt St Paul's Cathedral</li> <li>After the fire, the streets were widened and properties were built with stone and brick to try and reduce the chances of it happening again <ul style="list-style-type: none"> <li>The first fire insurance company was set up in 1667</li> </ul> </li> </ul>	<p>Compare historical and modern day plans of London to look at the impact that the Great Fire of London has had on the city.</p>
<b>Session 10: James II and the Monmouth Rebellion</b>	<p>To know that Catholic James II inherited the throne from his brother, Charles II, in 1685</p> <ul style="list-style-type: none"> <li>James II was Charles II's brother and was unpopular with parliament as he was a Catholic <ul style="list-style-type: none"> <li>He was a good military commander and won battles against the Dutch</li> </ul> </li> <li>The Duke of Monmouth was the Protestant illegitimate son of Charles II who rebelled against James II and was executed</li> </ul>	<p>Write an explanation about what happened at the Battle of Sedgemoor including why it happened, what happened at the battle and what happened following the battle.</p>
<b>Session 11: William and Mary and the Bill of Rights</b>	<p>To know that James II's daughter Mary, and her husband, William of Orange, were asked to take the throne from James II and become king and queen</p> <ul style="list-style-type: none"> <li>The 'Glorious Revolution' of 1688 was when James II was overthrown by his Protestant daughter Mary and son-in-law, William of Orange</li> </ul>	<p>Understand the historical significance of the 'Bill of Rights' and be able to write about it as a Historian.</p>

	<ul style="list-style-type: none"> <li>Parliament passed the Bill of Rights to limit the power of the monarchy</li> <li>The Bill of Rights stated that the king or queen could not overrule laws passed by Parliament, was no longer allowed to have their own army or tax the people without permission from Parliament</li> </ul>		
<b>Session 12: Assessment</b>	To name the Stuart kings and queens of England and explain some of the significant events that took place during their reigns.	Write an essay that covers either the historical significance of The Stuarts or the continuity and change that took place during this period of History.	<b>Assessment opportunity</b> End of unit task- complete MCQ and then complete the chosen essay.



# Year 5 - Medium Term Planning - History - Summer 1

## The Industrial Revolution



<p><b>Prior Learning Links</b></p> <p>This unit builds on chronologically from children’s knowledge of both the French Revolution and the Transatlantic Slave Trade.</p> <p>This unit also requires children to retrieve prior learning from geography, and apply previously taught vocabulary such as ‘towns’, ‘cities’, ‘urban’, ‘rural’ and ‘agriculture’</p> <p>It will build on looking at the lives of rich and poor building on from their learning about Ancient Egypt.</p>	<p><b>Essential Knowledge &amp; End Points</b></p> <ul style="list-style-type: none"> <li>• To know that ‘Industrial Revolution’ describes the transition from a society based on hand manufacturing and human or animal power, to a society based on machinery.</li> <li>• To understand the Industrial Revolution had an enormous impact on British society, changing many people’s way of life.</li> <li>• To understand the significance of cotton spinning moving from being a hand craft, to being mechanised.</li> <li>• To understand why coal and iron were so important for the Industrial Revolution.</li> <li>• To know that there was a surge in child labour during the Industrial Revolution.</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Industrial Revolution - the ‘Industrial Revolution’ began in the 18th century and describes the move from hand manufacturing and human or animal power, to machinery</p> <p>locomotive - the engine of a train that pulls the other coaches</p> <p>cottage industry - a small business that is run from home</p> <p>factory - a building, or groups of buildings, where goods are made using machines</p> <p>cotton-spinning machinery refers to machines which process (or spin) prepared cotton into workable thread</p> <p>mass production - when lots of products/goods are made at the same time</p>
<p><b>Concepts</b></p> <p><b>Substantive</b> – society, urbanisation, industrialisation</p> <p><b>Disciplinary</b> - sources &amp; evidence, historical significance, continuity &amp; change, similarities and differences</p>	<p><b>National Curriculum Coverage</b></p> <p>* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	

	Knowledge	As historians, we will...	
<p><b>Session 1: The Industrial Revolution</b></p>	<p>To begin to understand why the Industrial Revolution was important to Britain</p> <ul style="list-style-type: none"> <li>• ‘Industrial Revolution’ describes moving from a society based on hand manufacturing and human/animal power, to a society based on machinery.</li> <li>• It was characterized by the use of steam powered engines, the spread of factories and machines, mass produced goods and mechanised transport.</li> <li>• The Industrial Revolution began in Britain from around 1750, but really took off around the 1840s</li> </ul>	<p>Write as Historians about what the industrial revolution was after analysing paintings of an industrial landscape.</p>	<p><b>Assessment opportunity</b></p> <p>Prior Learning Task-: Look at a pre-industrial scene, and a post-industrial scene, of the same location (possibly local to the school). Ask the pupils to discuss the changes</p>
<p><b>Session 2: Cotton Production</b></p>	<ul style="list-style-type: none"> <li>• To understand the significance of cotton spinning moving from being a hand craft, to being mechanised.</li> <li>• Spinning cotton using machines was far faster and cheaper than spinning cotton by hand</li> <li>• One of the most important inventions was the water frame, invented by Richard Arkwright. He built the first modern factory in England. <ul style="list-style-type: none"> <li>• The cotton used in Britain was often grown by enslaved workers in abroad</li> </ul> </li> </ul>	<p>Study images to learn about pre-industrial spinning and factory spinning.</p>	
<p><b>Session 3: Steam Engines and Trains</b></p>	<p>To understand the significance of the steam engine during the Industrial Revolution.</p> <ul style="list-style-type: none"> <li>• The first steam engine was produced by James Watt and Matthew Boulton in Birmingham in 1776.</li> <li>• The steam engine meant that humans could use the energy in fossil fuels to create power. The first fully functioning passenger steam train was built by George Stephenson in 1830.</li> </ul>	<p>Understand the historical significance of the invention of the steam engine.</p>	
<p><b>Session 4: Iron and Coal</b></p>	<p>To understand why coal and iron were so important for the Industrial Revolution.</p> <ul style="list-style-type: none"> <li>• Much of the machinery and buildings needed by the industrial revolution (trains, railway bridges, and steam engines) were built out of iron.</li> <li>• A new process for producing strong, cheap iron was perfected by a man called Abraham Darby during the 1700s, called the blast furnace.</li> </ul>	<p>Understand how art can teach us about the past.</p>	

	<ul style="list-style-type: none"> <li>• Steam engines and blast furnaces also needed a huge amount of coal, so coal mining became a very important industry.</li> </ul>		
<b>Session 5: Children at Work</b>	<p>To know that children were put to work during the Industrial Revolution</p> <p>In mill towns, children were employed as ‘scavengers’ to move between the machines and ‘scavenge’ loose bits of cotton.</p> <p>In coal towns, children were employed as coal miners—as they were very small, they could be used to climb through narrow, underground tunnels.</p> <p>These jobs were extremely dangerous, and children often suffered horrific injuries, and even death</p>	Use local sources to explain what life was like for child workers during the Industrial Revolution	
<b>Session 6: Assessment</b>	To understand the Industrial Revolution had an enormous impact on British society, changing many people’s way of life.	Write as a Historian about the industrial revolution and the impact it had on British society.	<b>Assessment opportunity</b> End of unit task – children complete the MCQ and complete an extended writing piece





# Year 6 - Medium Term Planning - History - Summer 1

## The Cold War



<p><b>Prior Learning Links</b></p> <p>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.</p> <p>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.</p>	<p><b>Essential Knowledge &amp; End Points</b></p> <ul style="list-style-type: none"> <li>To understand that the Cold War was a period of tension led by the capitalist superpower, the USA, and the communist superpower, the USSR.</li> <li>To know that although the superpowers never officially went to war, they fought in proxy wars- each supporting opposing sides. For example, during the Korean War and the Vietnam War.</li> <li>To know that the USA and USSR also competed to develop and stockpile the most dangerous nuclear weapons during the Cold War. This became known as the 'arms race'.</li> <li>To know that in 1962 the world came close to nuclear war during the Cuban Missile Crisis. <ul style="list-style-type: none"> <li>To know that the superpowers also competed during the 'space race'.</li> </ul> </li> <li>The USSR were the first to put a satellite into space and the USA were the first to put a man on the moon.</li> </ul>	<p><b>Key Vocabulary</b></p> <p><b>communism</b> - A system where the government own and control almost everything: all people are supposed to be treated equally and cannot own land, factories or make their own money</p> <p><b>capitalism</b> - A system where businesses are privately owned and run by the people, rather than the government (also known as a 'free-market')</p> <p><b>mutually assured destruction</b> - the theory that each super power had enough nuclear weapons to destroy the other but that if they were to attack, the other side would retaliate - therefore resulting in both sides destroying one another (the theory of MAD deterred both sides from using their nuclear weapons)</p> <p><b>cosmonaut</b> - the Russian word for a person who is trained to go to space (the Americans used the term 'astronaut')</p> <p><b>containment</b> - the USA's policy to try and stop the spread of communism</p> <p><b>proxy war</b> - wars fought between other countries where each superpower supported opposing sides</p>	
<p><b>Concepts</b></p> <p><b>Substantive</b> - alliance, war, capitalism, communism, protectionism (containment) and expansionism</p> <p><b>Disciplinary</b> – causation, historical significance, historical interpretations and sources &amp; evidence</p>	<p><b>National Curriculum Coverage</b></p> <p>Additional unit not covered in the NC for KS2. Building background knowledge in preparation for KS3.</p>		
	<p><b>Knowledge</b></p>	<p><b>As historians, we will...</b></p>	
<p><b>Session 1: The Cold War</b></p>	<p>To know that the Cold War was a period of tension between the capitalist democracies of the west and the communist countries of the east</p> <ul style="list-style-type: none"> <li>The Cold War was fought between the superpowers- the USA and its allies (west) and the Soviet Union (east)</li> <li>The USA and its allies were capitalist and wanted to stop the spread of communism, which was happening in Europe and around the world.</li> <li>As both sides had atomic bombs, the war was fought through 'proxy wars' and competing to develop the best weapons and technologies.</li> </ul>	<p>Write about what happened during the Cold War and who it took place between.</p>	<p><b>Assessment opportunity</b></p> <p>Prior learning task- what can the children tell you about the relationship between the Soviet Union and the USA in 1940</p>
<p><b>Session 2: The Arms Race</b></p>	<p>To know that the USA and USSR competed to develop and stockpile the most powerful nuclear weapons</p> <ul style="list-style-type: none"> <li>The USA developed the first atomic bombs and used them against Japan in World War 2</li> <li>In 1949, the USSR developed their own atomic bomb and the arms race begun</li> <li>Neither side used their weapons as it was deemed too dangerous to do so as the other side would retaliate (MAD)</li> </ul>	<p>Create a timeline about a significant event in History.</p>	
<p><b>Session 3: The Cuban Missile Crisis</b></p>	<p>To know that the Cuban Missile Crisis was the closest the world came to nuclear war during the Cold War</p> <ul style="list-style-type: none"> <li>The communist leader, Fidel Castro, allowed the USSR to put missile sites in Cuba which could reach the US, and the USA retaliated by blocking arms entering Cuba</li> <li>A soviet submarine, believing that they were now at war, nearly launched a nuclear torpedo at America but was stopped by an officer called Arkhipov</li> <li>The Cuban Missile Crisis ended when both sides agreed to remove their missiles</li> </ul>	<p>Write an explanation about what happened during the Cuban Missile Crisis.</p>	

<b>Session 4: The Space Race</b>	<p>To know that during the Cold War the USA and USSR competed through the space race</p> <ul style="list-style-type: none"> <li>• The Soviet Union were the first to put a satellite into orbit (Sputnik 1) and the first man into space (Yuri Gagarin) and women in space (Valentina Tereshkova)</li> <li>• The US were the first to put a man on the moon- Neil Armstrong- on 20th July 1969</li> <li>• With his first step on the moon, Neil Armstrong famously said, 'One step for a man, one giant leap for mankind'</li> </ul>	<p>Write an explanation about who they think won the Space Race and why.</p>	
<b>Session 5: Proxy Wars</b>	<p>To know that during the Cold War the USSR and USA were involved in 'proxy wars'</p> <ul style="list-style-type: none"> <li>• During the Cold War the USSR and USA supported opposing sides of wars (proxy wars), with the USSR supporting those with communist ideologies</li> <li>• During the Korean War, the Soviet Union supported the communist North Korea and the USA supported South Korea.</li> <li>• Between 1955-1975, the USA unsuccessfully supported the government of South Vietnam during the Vietnam War to try and contain the rise of communism.</li> </ul>	<p>Create a fact-file about the Korean and Vietnam War and include key dates</p>	
<b>Session 6: Assessment</b>	<ul style="list-style-type: none"> <li>• To understand that the Cold War was a period of tension led by the capitalist superpower, the USA, and the communist superpower, the USSR.</li> </ul>	<p>Think about to what extent Historians agree about the causes of the Cold War.</p>	<p><b>Assessment opportunity</b> End of unit task – children to complete the end of unit MCQ and an extended writing task</p>