



Essential Knowledge & End Points

People have been looking into space and asking questions for many years.
People have told stories about the stars for many years.
Astronauts have walked on the moon.

EYFS Curriculum Coverage (Development Matters)

Comment on images of familiar situations in the past.

Early Learning Goal- Understanding the World-Past and Present

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

Astronomer, telescope, Galileo, Caroline Herschel, comets, stars, planets

Constellation, shapes, formation, stars, Great Bear, Hercules, Pegasus, Leo

Moon landing, astronaut, Neil Armstrong, Apollo 11, crater, surface

	Knowledge	As historians, we will...
Session 1: Earth and Space	<ul style="list-style-type: none"> Children will know that some people study space, looking into space and asking questions about what they notice. Some children will be able to explain astronomers are people who study space. 	Use images/pictures to learn about significant individuals from the past.
Session 2: The stars	<ul style="list-style-type: none"> Children will know that people have been looking at the stars and telling stories for a long time. 	Use stories to help us to learn about the past.
Session 3: Space Exploration	<ul style="list-style-type: none"> Children will know that astronauts are people who travel into space. Children will know that in the past, astronauts went to the moon. Children will recognise Neil Armstrong as an astronaut that walked on the surface of the moon. 	Use videos/non-fiction books to learn about significant events in the past



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.

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

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.

Concepts

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

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



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

Knowledge

As historians, we will...

Session 1: Anglo-Saxon England

- To know the Anglo Saxons came to England after the Romans left
- 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

- To know that that Picts and the Scots were early settlers in Scotland
- 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.
 - 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

- To know what life was like in an Anglo Saxon settlement
- There was a big difference between the lives of rich and poor Anglo Saxons
 - 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. • 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. • 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.



Year 4 - Medium Term Planning - History - Spring 1

Life in Ancient Rome



<p>Prior Learning Links</p> <p>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.</p> <p>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.</p>	<p>Essential Knowledge & End Points</p> <ul style="list-style-type: none"> Romans believed that Romulus and Remus founded Rome <ul style="list-style-type: none"> Ancient Rome was a powerful empire Rome's location, in the centre of the Mediterranean, gave it a powerful position <ul style="list-style-type: none"> Rome began as an absolute monarchy and later became a republic <ul style="list-style-type: none"> Roman society varied vastly during the Roman Republic Pompeii, a wealthy town on the Italian coast, was destroyed by a volcano Archaeologist used the preserved ruins from Pompeii to learn about life in Ancient Rome Roman leisure activities included baths, the forum, chariot races and gladiator fights <ul style="list-style-type: none"> Romans spoke in Latin and Latin formed the basis of many other European languages Until the 17th Century, most works of science, religion and politics were written in Latin 	<p>Key Vocabulary</p> <p>Roman Empire-a huge empire controlled by Rome, lasting between 509 BCE and 476 CE</p> <p>republic-a government where the people are in charge, rather than a king</p> <p>Mediterranean-the countries that surround the Mediterranean Sea: these were once dominated by Rome</p> <p>Latin-the language of Rome, spoken across the Roman Empire</p> <p>Pompeii-a small town in Southern Italy that was totally destroyed by a volcano in 79 CE</p> <p>aqueduct-a stone trough to carry water across the country into Roman towns</p> <p>gladiator-a person, usually a slave, who was forced to fight while other people watched as a form of entertainment</p> <p>forum-the centre of Roman public life, with market stalls set up, merchants and traders doing business and politicians speaking to large crowds of listeners</p> <p>patricians- the wealthy ruling class who held all of the power</p> <p>plebeians- all the other citizens of Rome were plebeians: plebeians were the farmers, craftsmen, laborers and soldiers of Rome</p> <p>slaves- enslaved people were not considered citizens: they often did manual or domestic work</p>	
<p>Concepts</p> <p>Substantive- empire, civilisation, power, monarchy, government and democracy</p> <p>Disciplinary- similarities & differences, sources & evidence</p>  	<p>National Curriculum Coverage</p> <p>The Roman Empire and its impact on Britain</p>		
	<p>Knowledge</p>	<p>As historians, we will...</p>	
<p>Session 1: Locating Ancient Rome</p>	<p>To know Ancient Rome was a powerful empire</p> <ul style="list-style-type: none"> Ancient Rome was one of the most powerful empires in history The Romans told stories about Romulus and Remus who were said to have founded Rome Rome's position in the Mediterranean gave the Romans a strong location from which to trade and conquer 	<p>Understand the links between the two disciplines of Geography and History</p>	<p>Assessment opportunity</p> <p>Explain that previously, we have learned about the Romans in Britain (Year 2), Ancient Egypt (Year 3), Ancient Greece (Year 4) and now we will learn about Ancient Rome. What is a civilisation? What do you already know about Rome/ Romans?</p>
<p>Session 2: Monarchy, Republic, Empire: Rome's different governments</p>	<p>To understand Roman society during the Roman Republic</p> <ul style="list-style-type: none"> Rome had three distinct phases of government: monarchy (led by Kings), republic (led by people) and empire (led by an emperor) <ul style="list-style-type: none"> Rome started as an absolute monarchy and became a republic Patricians were wealthy Romans who often owned land; Plebeians were Roman citizens, but were poor; and Slaves were owned and had no rights 	<p>Use/draw diagrams to explain our understanding of Roman society</p>	
<p>Session 3: Pompeii</p>	<p>To know Pompeii was a town buried after the eruption of Vesuvius.</p> <ul style="list-style-type: none"> The destruction of Pompeii was a major event in Roman history. The events were well recorded by the writer Pliny the Younger The preserved ruins have given archaeologist a great deal of information about the both the destruction, and everyday life in a Roman town. 	<p>Use images or artefacts to learn about the past and understand the important role that the discipline of archaeology played in learning about past events.</p>	
<p>Session 4: A day in the life of Ancient Rome</p>	<p>To know about some of the leisure activities that took place in Ancient Rome</p> <ul style="list-style-type: none"> The forum was the centre of political, religious and commercial life <ul style="list-style-type: none"> The baths were a social leisure activity The gladiatorial games were often used by emperors to keep the huge crowds of poorer Roman's content 	<p>Understand the social context of Roman life</p>	


<p>Session 5: Latin: A Roman legacy</p>	<p>To know that many words we use today come from the Ancient Roman language, Latin.</p> <ul style="list-style-type: none"> • The Latin language formed the basis of many languages including Italian, Spanish, French, Portuguese Many English words come from Latin roots • Until the 17th century, most works of science, religion and politics were written in Latin 	<p>Study one of the important legacies of Ancient Rome, the Latin language. Some historians argue that Rome left behind an idea of a politically unified and harmonious Europe.</p>	
<p>Session 6: Assessment/extended writing</p>	<p>Option A: To write a non-chronological report about life in Ancient Rome. Children must include: 1. An introduction to the Roman Empire 2. A paragraph about Roman government and society 3. A paragraph about Pompeii 4. A paragraph about Roman leisure activities</p> <p>Option B: What was the same/different between life in Ancient Rome and life today OR between the lives of different people living in Ancient Rome?</p>	<p>Write as an Historian in order to demonstrate what we know about Ancient Rome.</p>	<p>Assessment opportunity Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.</p>



Year 5 - Medium Term Planning - History - Spring 1

The French Revolution



<p>Prior Learning Links</p> <p>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.</p> <p>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.</p>	<p>Essential Knowledge & End Points</p> <ul style="list-style-type: none"> • Before the French Revolution there was inequality in French society • King Louis XVI was an absolute monarch; he was later imprisoned and executed <ul style="list-style-type: none"> • The French Revolution began with the storming of the Bastille • Napoleon was a French military leader who seized power in France • Following the French Revolution, Napoleon made himself Emperor of France • The British Navy defeated the French Navy at the Battle of Trafalgar, near Spain <ul style="list-style-type: none"> • The British Navy was led by Admiral Nelson who was killed during the battle • Britain and their allies defeated Napoleon at the Battle of Waterloo • Napoleon was exiled twice as punishment for trying to gain power <p>National Curriculum Coverage</p> <p>Develop a chronologically secure knowledge and understanding of world history • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Key Vocabulary</p> <p>revolution- a time when people, ruled or governed by a power, overthrow that power and try to change how people live and work</p> <p>absolute monarchy- when a king or queen is in complete control and doesn't need to follow any rules or laws</p> <p>republic- a country governed by elected representatives, not by a king or queen</p> <p>clergy- people who have a role within the church, e. g. Catholic Priest</p> <p>nobles- wealthy people from families who are considered important</p> <p>debt- a sum of money that is owed</p> <p>exile- when a person is banned from living in a country, often used as a punishment</p> <p>allied- joined together, countries sometimes join together to fight in wars</p> <p>the Bastille- a prison in Paris used by the French kings</p> <p>Battle of Trafalgar- a battle that took place off the coast of Spain between the French and the British navy: it was won by the British admiral, Nelson, who defeated Napoleon and prevented a French invasion of Britain</p> <p>Battle of Waterloo- a battle that took place in what is now Belgium between the French and the allied forces of Germany, Britain and Holland: the Duke of Wellington was victorious, and Napoleon was defeated</p>
<p>Concepts</p> <p>Substantive- monarchy, empire, alliance, society, tax and social hierarchy.</p> <p>Disciplinary- causation, consequence, historical significance</p> 		

	Knowledge	As historians, we will...	
Session 1: Life in France before the Revolution	<p>To know that before the French Revolution there was inequality in French Society</p> <ul style="list-style-type: none"> • Before the revolution, French society was very unfair. The poor paid high taxes, the rich paid none. <ul style="list-style-type: none"> • Louis XVI was an absolute monarch; he was all-powerful. • In 1789, poor people were very unhappy, and some decided to demand change. 	Use diagrams to explain French society	<p>Assessment opportunity</p> <p>What do you remember about Charles I of England and what happened to him? Discuss Kings and Queens studied previously- can you think of any powerful leaders in the past? What do you know about them?</p>
Session 2: Louis XVI and Marie Antoinette	<p>King Louis XVI and Queen Marie Antoinette were arrested before being executed.</p> <ul style="list-style-type: none"> • King Louis and Queen Marie Antoinette lived very luxurious lifestyles and this upset the people of France • The French Revolution began with the Storming of the Bastille France was no longer ruled by a King and many people were executed during the revolution 	Use sources/images to find out about significant individuals from the past and how they lived their lives.	
Session 3: Napoleon	<p>Napoleon was a French military leader who seized power in France following the French Revolution</p> <ul style="list-style-type: none"> • Napoleon was a French military leader who commanded armies. <ul style="list-style-type: none"> • Napoleon made himself 'Emperor' of France. • Napoleon created the Bank of France and established new laws with the Code Napoleon 	Consider why Napoleon is significant enough for us to study today.	
Session 4: Battle of Trafalgar	<p>The British Navy and the French Navy fought the Battle of Trafalgar.</p> <ul style="list-style-type: none"> • The British Navy and the French Navy fought the Battle of Trafalgar near Spain <ul style="list-style-type: none"> • The British Navy were victorious, and the French could not invade • The leader of the British Navy, Admiral Nelson, was killed during the battle 	Use sources & evidence to 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.	
Session 5: Battle of Waterloo	<p>Napoleon was exiled twice as punishment for trying to gain power</p> <ul style="list-style-type: none"> • Exile means to be banished from a place as punishment. • After escaping exile, Napoleon fought Britain and its allies at the Battle of Waterloo. 	Use sources & evidence to 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.	



	<ul style="list-style-type: none"> After losing the battle, Napoleon was exiled again to a small island called St Helena, where he later died 		
Session 6: Assessment	<p>Extended Writing Task: Option A: Essay (Significance): Why was the French Revolution an important time in History?</p> <p>Option B: Why is Napoleon an important person in both French and British history?</p>	Write as an Historian in order to demonstrate what we know about The French Revolution.	<p>Assessment opportunity</p> <p>Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.</p>



Year 6 – Medium Term Planning – History – Spring 1

The Rise of Hitler – World War 2



<p>Prior Learning Links</p> <p>Having previously studied 'World War I', the pupils would have learnt about the signing of the Armistice officially ending the war, in 1918.</p> <p>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.</p>	<p>Essential Knowledge & End Points</p> <ul style="list-style-type: none"> • After WW1, many Germans were unhappy about the Armistice and Treaty of Versailles <ul style="list-style-type: none"> • The Treaty of Versailles blamed Germany for starting the war and outlined punishments <ul style="list-style-type: none"> • In 1921, Adolf Hitler became the leader of the Nazi party <ul style="list-style-type: none"> • The Nazi party promoted German nationalism • The Nazi party had racist views, they believed in a superior Aryan race • The Nazi party controlled many aspects of life in Germany, including school curriculums <ul style="list-style-type: none"> • German children were taught to hate 'others' including Jewish people • In 1938, Kristallnacht saw Jewish homes, businesses, Synagogues attacked, & people killed <ul style="list-style-type: none"> • Many Jews tried to leave Germany to seek refuge elsewhere • In 1939, Germany invaded Poland to regain land, enslave Polish people and take power • In 1939, Britain declared war on Germany as a response to the invasion of Poland <p>National Curriculum Coverage</p> <p>Additional unit not covered in the NC for KS2. Building background knowledge for understanding the causes of World War 2 and preparation for KS3.</p>	<p>Key Vocabulary</p> <p>armistice-an agreement made between opposing sides in a war to stop fighting</p> <p>Treaty of Versailles- a document signed in 1919 to officially end the war between Germany and the Allied powers</p> <p>nationalism- support for a nation and its interests, often putting that nation above others</p> <p>Aryan Race- a group of people the Nazis viewed to be superior than others (Aryan features included blue eyes and blonde hair)</p> <p>assassinate-the murder of a person for political or religious reasons</p> <p>concentration camp- a place where people are imprisoned in harsh conditions, without usual legal processes such as a trial</p> <p>refugee- a person who has been forced to leave their country, seeking refuge in order to escape war, persecution, or natural disaster</p> <p>blitzkrieg- a German word meaning 'Lightning War': intensive or sudden military attacks</p> <p>coalition- a unity government formed with members of different political parties</p>
<p>Concepts</p> <p>Substantive- nationalism, invasion, dictatorship, refugee and racism</p> <p>Disciplinary- causation (what led to the outbreak of WWII) and sources & evidence (analysis of Adolf Hitler quote).</p>  		

	Knowledge	As historians, we will...	
<p>Session 1: The Armistice and the Treaty of Versailles</p>	<p>After WWI, many German people were unhappy with the armistice and the Treaty of Versailles.</p> <ul style="list-style-type: none"> • The Armistice agreement ended World War One. • The Treaty of Versailles blamed Germany for starting the war and outlined punishments. • Many German people were unhappy with the government at the end of the war. 	<p>Use sources to learn about the past</p>	<p>Assessment opportunity</p> <p>Consider what happened at the end of WWI</p>
<p>Session 2: The Rise of the Nazi Party</p>	<p>After World War 1, Adolf Hitler became leader of the Nazi Party in Germany.</p> <ul style="list-style-type: none"> • After WW1, in 1921, Adolf Hitler became the leader of the Nazi party. • They promoted German nationalism and promised to make Germany a better place. • The Nazis had racist views, they wanted to create a 'pure Aryan race' of German people with blond hair and blue eyes. 	<p>Understand the ideologies of the Nazi party and learn about a historically significant figure.</p>	
<p>Session 3: Life in Nazi Germany</p>	<p>The Nazi party controlled many aspects of life in Germany.</p> <ul style="list-style-type: none"> • In Nazi Germany, women were required to look after the home and have children. • Nazi children would join the Hitler Youth or the League of German Maidens. • The Nazis wanted children to learn that the Aryan Race were superior. 	<p>Understand the control that the Nazis had over life in Germany</p>	
<p>Session 4: Kristallnacht and the Refugee Crisis</p>	<p>Kristallnacht, or Night of the Broken Glass, saw Jewish homes, businesses and synagogues attacked, people killed, and thousands sent to concentration camps.</p> <ul style="list-style-type: none"> • Kristallnacht or 'Night of the Broken Glass' is the name given to the night thousands of Jewish homes and businesses were destroyed by Germans. <ul style="list-style-type: none"> • The assassination of a Nazi official preceded Kristallnacht. • Many Jews tried to leave Germany to seek refuge elsewhere, many became trapped in refugee camps. 	<p>Use a diary entry to learn about an event in the past</p>	

Session 5: The Second World War	<p>World War II began when Germany invaded Poland in 1939.</p> <ul style="list-style-type: none"> • Germany invaded Poland in 1939. Great Britain declared war on Germany as a response to the invasion of Poland. • Winston Churchill became British Prime Minister in 1940 and created a coalition government. 	<p>Listen to a radio clip from the past to tell us about significant historical events.</p>	
Session 6: Assessment	<p>Extended Writing Task: Option A: Essay (Causation). What led to the outbreak of WWII by 1939?</p>	<p>Write as an Historian to explain the causes of WWII.</p>	<p>Assessment opportunity Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.</p>