

# Magdalen Gates Primary School

## History Curriculum

2023/2024



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Theme	Community	Change and progress	Exploration and discovery	Technological advancement	Climate and sustainability	Conflict and Power
<p>Key concepts:</p> <ul style="list-style-type: none"> <li>- Continuity and change</li> <li>- Monarchy</li> <li>- Causation</li> <li>- Conflict</li> <li>- Rebellion</li> <li>- Similarity and difference</li> <li>- Settlements</li> <li>- Empire</li> <li>- Significant individuals</li> </ul>						
EYFS	<p><b>Change over time</b></p> <p><b>Key questions to focus learning</b></p> <p>How have I changed? Granny, were you ever little like me? Have I</p>	<p><b>Kings and Queens</b></p> <p><b>Key questions to focus learning</b></p> <p>Why do people wear hats? What is a crown and who wears one? What are the crown</p>	<p><b>Local history</b></p> <p><b>Key questions to focus learning</b></p> <p>Why are we called Magdalen Gates Primary School? What historic landmarks will we</p>	<p><b>The Great Fire of London</b></p> <p><b>Key questions to focus learning</b></p> <p>What happened during the great fire of London? Why was Samuel Pepys a famous</p>		<p><b>World War 2</b></p> <p><b>Key questions to focus learning</b></p> <p>What was it like to sleep during an air-raid? How did children try to keep safe</p>

	<p>always lived in this house?</p> <p><b>Key concepts:</b> <b>Continuity and change</b></p>	<p>jewels and why are they kept in a castle? What historic landmarks will we see on a sightseeing tour of London?</p> <p><b>Key concepts:</b> Monarchy</p>	<p>see on our bus tour of Norwich? How has transport in Norwich changed since the wall was built?</p> <p><b>Key concepts:</b> <b>Continuity and change</b></p>	<p>person in the great Fire of London? How do artifacts help us understand what happened in the Great Fire of London?</p> <p><b>Key concepts:</b> <b>Causation</b></p>	<p>during the war? Where did the children learn if the schools were closed?</p> <p><b>Key concepts:</b> <b>Conflict</b></p>
Year 1	<p><b>Change over time</b></p> <p><b>Key question to focus learning</b> How was life different before the millennium?</p> <p><b>The National curriculum says Ks1 children should:</b> -use common words and phrases about the passing of time -be taught about changes within living memory -understand where events fit in a chronological framework</p> <p><b>Key Concepts:</b> <b>Continuity and change</b></p> <p><b>Chronological knowledge:</b></p>	<p><b>Toys</b></p> <p><b>Key question to focus learning</b> Is the iPad the best toy of all time?</p> <p><b>The National curriculum says Ks1 children should:</b> -identify similarities and differences between ways of life in different periods -understand different ways we find out about the past and the different ways the past is represented -changes within living memory</p> <p><b>Key Concepts:</b> <b>Similarity and difference</b></p> <p><b>Chronological knowledge:</b> Place three toys on a timeline, demarcated with decades and</p>	<p><b>Robert Kett</b></p> <p><b>Key question to focus learning</b> Who destroyed the Magdalen Gate?</p> <p><b>The National curriculum says Ks1 children should:</b> --learn about the lives of significant individuals -Learn about historical people in their own locality -understand different ways we find out about the past and the different ways the past is represented</p> <p><b>Key Concepts</b> <b>Rebellion</b> <b>Conflict</b> <b>Significant individual</b></p>		

	<p>Begin to understand the passing of time by placing own life events on a time line.</p> <p><b>Substantive knowledge:</b>          -The year that the children were born          -Some things were different before the millennium compared to now (food, toys, clothes and transport)          -Time passes in seconds, minutes, hours, days, weeks, months and years          -I can find out about the past by talking to people and looking at photos, books and objects</p>	<p>including the millennium (secure this as a chronological marker)</p> <p><b>Substantive knowledge:</b>          -Some toys and games are thousands of years old          -In museums you can see very old toys          -Some toys have hardly changed in hundreds of years, such as marbles, spinning tops, toys on wheels, hoops and balls          -When parents and grandparents were young, they played outside a lot of the time and played with simpler toys          -Toys are made of different materials. This can help us know how old a toy is          -Teddy bears were invented over 100 years ago. They were named after the US President, Theodore (Teddy) Roosevelt. He saved a bear cub from the hunters and the newspapers printed the story. Toy makers made 'teddy bears'</p>	<p><b>Chronological Knowledge:</b>          -Place Robert Kett's dates (1492 – 1549) on a timeline (compare to millennium and invention of teddy bear)</p> <p><b>Substantive knowledge:</b>          -Robert Kett was a land owner who helped people rebel against a rule that said people could put fences around their land          -This meant that poorer people could not feed their animals on the land          -Kett led a group of 16,000 rebels          The rebellion took place in Norwich          -Lots of things were destroyed in the fighting          -In the end Robert Kett was caught and hanged at Norwich castle</p>
Year 2	<p><b>Famous Nurses</b></p> <p><b>Key question to focus learning</b>          How did Edith Cavell and Mary Seacole help in times of war?</p> <p><b>The National curriculum says Ks1 children should:</b>          --learn about the lives of significant individuals          -Learn about historical people in their own locality</p>	<p><b>The Space Race</b></p> <p><b>Key question to focus learning</b>          Why was the space race significant for Russia (Soviet Union) and the USA?</p> <p><b>The National curriculum says Ks1 children should:</b>          -learn about changes within living memory</p>	<p><b>The Great Fire of London</b></p> <p><b>Key question to focus learning</b>          Why did the fire spread so quickly?</p> <p><b>The National curriculum says Ks1 children should:</b>          -learn about events beyond living memory that are significant nationally (e.g. The Great Fire of London)          -understand where events fit in a chronological framework</p>

	<p>-understand different ways we find out about the past and the different ways the past is represented</p> <p><b>Key Concepts:</b>  <b>Significant individual</b>  <b>Conflict</b></p> <p><b>Chronological knowledge:</b>          -Place Mary Seacole (1805-1881) and Edith Cavell's (1865-1915) dates on a timeline (place key time markers – the millennium and Boudicca on the timeline to give context)          -Place the Crimean war dates on the timeline          -Place the WW1 dates on the timeline          -make timeline (4 items) of ECs life and MSs life</p> <p><b>Substantive knowledge:</b>          -Edith Cavell was born in 1865 in Norfolk          -She became a governess (home teacher) and worked in Belgium          -Her father became ill and she looked after him          -She trained to be a nurse at Florence Nightingale's hospital in London          -After working in London for a while, she moved back to Belgium to help set up a hospital          -In 1914 the First World War started</p>	<p>-the lives of significant individuals who have contributed to national/international achievements</p> <p><b>Key Concepts</b>  <b>Conflict</b>  <b>Continuity and change</b></p> <p><b>Chronological Knowledge:</b>          -Place WWII on a timeline          -Place Cold war dates on a timeline (compare to millennium, Boudicca, QEII, Seacole and Cavell)          -Place Launch of Sputnik on timeline (1957)          -Man landed on the moon (Armstrong and Aldrin – 1969)</p> <p><b>Substantive knowledge:</b>          The Space Race was a competition between the US and the Soviet Union to be the first country to go into space. Throughout the 1960s, the two countries were involved in the "Cold War", a conflict where they didn't go into battle but fought each other indirectly through spying, backing opposite sides in other countries' wars, and inventing better technologies. The Space Race became another way for the two countries in the Cold War to compete with each other. The end goal of the Race was to land on the Moon. US President John F. Kennedy vowed to</p>	<p><b>Key concepts:</b>  <b>Causation</b></p> <p><b>Chronological Knowledge:</b>          2<sup>nd</sup> September 1666 – The Fire starts at 1am in Thomas Farriner's bakery          3<sup>rd</sup> September 1666 – The fire spreads through London. It gets very close to the Tower of London          4<sup>th</sup> September 1666– St Paul's Cathedral is destroyed in the fire          5<sup>th</sup> September 1666– The spread of the fire starts to slow          6<sup>th</sup> September 1666– The fire is put out</p> <p><b>Substantive knowledge:</b>          The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. It lasted for 5 days          The weather was hot and it hadn't rained for months. Houses in London were mainly built from wood and straw which is flammable, especially when it is very dry. The houses were very close together, so fire could easily spread. Strong winds were blowing, which helped the flames to spread. There was no fire brigade so ordinary people used leather buckets and water squirts to try to put the fire out but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.</p>
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	<p>-Over the first year of the war she helped 200 soldiers</p> <p>-In 1915 she was arrested for helping foreign soldier and then shot dead by a firing a squad</p> <p>-Mary Seacole was born in Jamaica in 1805</p> <p>-In 1853 she went to the war office in London and asked if she could go the Crimea to help Florence Nightingale look after soldiers injured in the Crimean war. The officials said no.</p> <p>-In 1854 Mary made her own way over to the Crimea</p> <p>-Mary Seacole looked after the wounded soldiers</p> <p>-After the war, she was awarded medals for her bravery</p>	<p>put an astronaut on the Moon by the end of the 1960s. Technology was not yet advanced enough to achieve this, and the powers put huge amounts of money and time into the project.</p> <p>The Soviet Union was the first to send a human into space and the first to have a walk around outside a spacecraft, but the US eventually won the race to put a human being on the Moon.</p>	<p>Samuel Pepys lived in London during the Great Fire of London and wrote about it in his diary.</p> <p>Thomas Farriner is the owner of the bakery on Pudding Lane where the fire started</p> <p>King Charles II was the King of England in 1666. After the fire he said that houses must be built further apart and build from stone not wood.</p>
Year 3	<p><b>The Romans</b></p> <p><b>Key question to focus learning</b> How did the Britain become 'Romanised'?</p> <p><b>The National curriculum says KS2 children should:</b></p> <p>-learn about the Roman Empire and its impact on Britain <i>This could include (non-statutory)</i></p> <p>-The 'Romanisation' of Britain</p> <p>- develop a chronologically secure knowledge of British, local and world history</p> <p>-address questions about change and significance</p>	<p><b>The Ages (Stone, Bronze and Iron)</b></p> <p><b>Key question to focus learning</b> How did dwellings change over time? (Stone Age, Bronze Age &amp; Iron Age)</p> <p><b>The National Curriculum say KS2 children should:</b></p> <p>-learn about changes in Britain from the Stone Age to the Iron Age <i>This could include (non-statutory)</i></p> <p>-Iron Age hill forts</p> <p>-address questions about change, cause and significance</p> <p>- develop a chronologically secure knowledge of British, local and world history</p>	<p><b>The Egyptians</b></p> <p><b>Key question to focus learning</b> How can artefacts, such as Egyptian Mummies, help us learn about the past?</p> <p><b>The National Curriculum say KS2 children should:</b></p> <p>-learn about the achievements of the earliest civilisations – The Ancient Egyptians (non-statutory)</p> <p>- develop a chronologically secure knowledge of British, local and world history</p> <p>-establish clear narratives within and across the periods they study</p>

	<p><b>Key Concepts</b>  <b>Settlements</b>  <b>Empire</b></p> <p><b>Chronological Knowledge:</b>          -Mark the beginning (27BC) and end (476AD) of the Roman Empire on a timeline (emphasise the length of the period)          -Place the Roman invasion of Britain on a timeline (43AD – 88AD)-link to Boudicca</p> <p><b>Substantive knowledge:</b>          Where did the Romans come from?          The Romans lived in Rome, a city in the centre of the country of Italy. Rome started to grow from a small town into a larger and larger city around the year 753 B.C. They were one of the most powerful, clever and successful ancient civilizations ever. They ruled over nearly all of Europe and most of North Africa, including Egypt.          It is thought that one of the reasons the Romans invaded Britain was to conquer land, gain more slaves and collect the many precious resources in Britain including metals such as lead, tin, gold and silver.          What did the Romans leave behind?          The Roman army left Britain over 1500 years ago. Britain had roads</p>	<p>-establish clear narratives within and across the periods they study</p> <p><b>Key Concepts</b>  <b>Settlements</b></p> <p><b>Chronological Knowledge:</b>          -Understand that the Stone Age was a long (roughly 2.5 million year) period of pre-history that ended roughly 2000BC          -Bronze Age 3300BC to 1200BC (compare to Romans)          -Iron Age 1200BC to 600BC (compare to Romans)</p> <p><b>Substantive knowledge:</b>          People have been living in Britain for a very long time. Some changes occurred between the middle Stone Age (Mesolithic Times) to the Iron Age – a period of over 10,000 years! But there were some continuities too. For example: there were very little changes in houses, house-building or settlement size, until well into the Iron Age. For most of the period there is no written evidence, so the archaeological record is very important.</p> <p><b>Stone Age</b>          The Stone Age was split into three periods; Palaeolithic, Mesolithic and Neolithic          People were hunter-gatherers</p>	<p>-understand our knowledge of the past is constructed from a range of sources</p> <p><b>Key Concepts</b>  <b>Empire</b>  <b>Settlements</b></p> <p><b>Chronological Knowledge:</b>          -Place the beginning of the Ancient Egyptian period on a timeline (3100BC)          -Place Egyptian conquest by Alexander the great (332BC) on timeline          -Compare these dates to the Romans</p> <p><b>Substantive knowledge:</b>          Egypt is situated in the northeast corner of Africa.          The Nile was important because it provided water for crops but also fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location.          The Egyptians were among the first civilisations to use irrigation systems.          The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport.          We know about ancient Egyptian life because of evidence such as</p>
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	<p>and Towns. It had new plants and animals, such as parsley, sweet chestnut and chickens. Measurements (Miles, feet and inches) still used by many people come from the Romans. The Romans also introduced Christianity to Britain. Many churches are still built using Roman designs.</p>	<p>People began farming and growing crops</p> <p><b>Bronze Age</b> Bronze was used instead of stone to make tools and weapons Woollen cloth was used to make clothes and to keep warm People were buried with their important possessions</p> <p><b>Iron Age</b> Iron was used instead of bronze to make tools and weapons as its shape can be changed Settlements were often under attack and there were many wars Britain was invaded by the Romans</p>	<p>the pyramids, the artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls. Egyptian society was very hierarchical -this means that some groups of people were deemed more important than others. Each group had a different role to play in Egyptian society.</p> <p><b>Mummification</b> was the process of <b>preserving</b> a body - this process was very important to the Egyptians as they believed this would prepare the body for their journey into the <b>afterlife</b>. The bodies of important people, such as <b>pharaohs</b>, were placed in these <b>pyramids</b>, which were built as <b>tombs</b>. Pharaohs were kings or queens of Ancient Egypt. The Ancient Egyptians have impacted our world significantly; they gave us things like paper, make up, toothpaste and much more.</p>
Year 4	<p><b>Anglo Saxons</b></p> <p><b>Key question to focus learning</b> Could you live like an Anglo-Saxon?</p> <p><b>The National curriculum says Ks2 children should:</b> -learn about Britain's settlement by Anglo-Saxons <i>This could include (non-statutory)</i></p>	<p><b>Ancient Greeks</b></p> <p><b>Key question to focus learning</b> How did the Ancient Greeks influence modern life?</p> <p><b>The National curriculum says Ks2 children should:</b></p>	<p><b>Rosa Parks</b></p> <p><b>Key question to focus learning</b> What was rebellious about Rosa Parks?</p> <p><b>The National Curriculum says Ks2 children should:</b></p>



	<p><i>Anglo-Saxon settlements, kingdoms, place names and village life</i></p> <ul style="list-style-type: none"> <li>-address questions about change, cause and significance</li> <li>- develop a chronologically secure knowledge of British, local and world history</li> <li>-establish clear narratives within and across the periods they study</li> </ul> <p><b>Key concepts:</b> <b>Settlements</b></p> <p><b>Chronological Knowledge:</b></p> <ul style="list-style-type: none"> <li>-The Anglo Saxon Period was 410AD to 1066AD</li> <li>-Compare to Romans on a timeline</li> </ul> <p><b>Substantive knowledge:</b></p> <p>Houses Anglo Saxons built small wooden huts with straw roofs, and one room in which the whole family lived. Most Religion Most Anglo-Saxons were pagans, believing in lots of different gods, until the Pope in Rome sent over Augustine as a missionary. Slowly, the country became Christian.</p> <p>Language: The language spoken by the Anglo Saxons developed from the languages the early settlers brought with them into Old English. Names of many English places and things like our days from the week come from Old English.</p>	<ul style="list-style-type: none"> <li>-address questions about change, cause, similarity and difference and significance</li> <li>- develop a chronologically secure knowledge of British, local and world history</li> <li>-establish clear narratives within and across the periods they study</li> <li>-Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul> <p><b>Key concepts:</b> <b>Empire</b></p> <p><b>Chronological Knowledge:</b></p> <ul style="list-style-type: none"> <li>-There were three different key periods in Ancient Greece</li> <li>1) Archaic 800BC to 480BC</li> <li>2) Classical 480BC to 323BC</li> <li>3) Hellenistic 323BC to 146BC (link to the Romans)</li> </ul> <p><b>Substantive knowledge:</b></p> <p>Greece includes over 1400 islands, so the Ancient Greeks were skilled sailors. Trade between the islands led to the creation of 'city-states' (polis), including Athens, Crete and Sparta. Each city-state was ruled by a powerful city, led by a ruler or government.</p> <p>The Ancient Greeks originally came up with the idea of <b>democracy</b> (voting for government).</p>	<ul style="list-style-type: none"> <li>-Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the period of study.</li> <li>-Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>-Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>-Contrast informed responses that involve thoughtful selection and organization of relevant historical information.</li> <li>-Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p><b>Key concepts:</b> <b>Rebellion</b></p> <p><b>Chronological Knowledge:</b></p> <ul style="list-style-type: none"> <li>-1612 – the year considered to be the beginning of the slave trade in America.</li> </ul>
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	<p>Food: Anglo Saxons were skilled farmers and hunters. They ate bread, meats such as pork and lamb, vegetables such as carrots and parsnips, and drank milk and beer!</p> <p>Clothes Men wore long-sleeved tunics made of wool or linen, and these were often decorated with patterns. Women would wear an underdress of linen, and an outer pinafore-like dress called a 'peplos.' Shoes were made of leather.</p>	<p>The Ancient Greeks believed in a group of gods and goddesses who live on Mount Olympus, and entertain themselves by watching (and interfering in) the lives of humans. The Ancient Greeks have many important stories (myths) involving gods, goddesses and heroes, which are still told today. Many famous philosophers came from Ancient Greece, including Socrates, Plato and Aristotle. The Olympics was invented in Greece in 776B</p>	<p>-1865 – the year that slavery was made illegal.</p> <p>-1955 – the year that Rosa Parks protested segregation by sitting in a whites only section of a bus.</p> <p>-Rosa Parks (1913-2005) – a famous campaigner for the civil rights movement.</p> <p><b>Substantive knowledge:</b></p> <p>In the 17<sup>th</sup> and 18<sup>th</sup> centuries, millions of people were forcibly taken from their homes in Africa to be slaves in America. They were forced to work in terrible conditions, and considered to be property. Slavery was made illegal in 1865, but former slaves were not treated equally. Many parts of the USA were segregated, meaning that black people were not allowed to use the same facilities, including transport, schools, toilets, shops and restaurants. The civil rights movement was a campaign to end racial discrimination and segregation. In 1955, Rosa Parks refused to give up her seat on the bus for a white man. She was arrested, but her court case eventually ruled that segregation of buses was illegal.</p>
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			Rosa Parks became a very important symbol for the civil rights movement, and her defiance inspired many others.
Year 5		<p><b>Vikings</b></p> <p><b>Key question to focus learning</b> Were all the Vikings bad?</p> <p><b>The National curriculum says Ks2 children should:</b> learn about the Viking struggle for the Kingdom of England to the time of Edward the Confessor focus on Viking raids</p> <p><b>Key Concepts</b> <b>Conflict</b> <b>Settlements</b></p> <p><b>Chronological knowledge</b> AD 700 – The Viking Era begins AD 793 – Lindisfarne raids AD 866 – Danes capture York (Vikings call it Jorvik) AD 876 – Vikings settle permanently in England AD 886 – King Alfred the Great defeats Vikings but allows them to settle in East of England AD 1001 – Vikings land in America and establish a settlement AD – 1014 King Canute becomes King of England AD 1066 – Battle of Hastings. William the Conqueror becomes king AD 1100 – End of Viking age</p>	<p><b>Robert Kett</b></p> <p><b>Key question to focus learning</b> Was Robert Kett right to rebel?</p> <p><b>The National curriculum says Ks2 children should:</b> study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p><b>Key Concepts</b> <b>Rebellion</b> <b>Conflict</b> <b>Significant individual</b></p> <p><b>Chronological Knowledge</b> This occurred during the Tudor Period 1485 -1603 8<sup>th</sup> July 1549 – the rebellion began when enclosure fences were torn down in Wymondham, Norfolk – including Robert Kett's 9<sup>th</sup> July 1549 – Kett led the rebels on a march to Norwich 12<sup>th</sup> July 1549 – The rebels camped on Mousehold Heath (amongst other places) 21<sup>st</sup> July 1549 – the rebels fire on Norwich 22<sup>nd</sup> July 1549 – The rebels take Norwich</p>

		<p><b>Substantive knowledge:</b>  The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787. The Vikings raided places such as monasteries and pillaged expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials</p> <p>The Vikings also wanted to claim land and tried to take over much of Britain. They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain</p> <p>The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. They fought to defend their kingdom or take control of other kingdoms. When the Anglo-Saxons first settled in Britain, there were seven kingdoms, but by AD 878 there was just one kingdom left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best known Anglo-Saxon king and the first to defeat the Vikings in battle.</p>	<p>1<sup>st</sup> August 1549 – First attempt to subdue the rebels fails  27<sup>th</sup> August 1549 – Second attempt to subdue the rebels works. Kett is defeated  7<sup>th</sup> December 1549 – Robert Kett is captured and hanged at Norwich castle</p> <p><b>Substantive knowledge:</b>  The wealthy wanted to enclose their land with fences. Robert Kett owned his own bit of land in Norfolk. Although the rebellion is named after him, he did not start the rebellion. As a local landowner, he was initially a target for the rebels. He admitted that it was a mistake to erect the fences and agreed to take them down. Then he offered to lead the rebels and help them convince other landowners to take down their fences. By the time the rebels got to Mousehold Heath, he commanded about 16,000 men. The tree under which he spoke to the rebels became known as the Oak of Reformation. Kett was eventually captured, imprisoned, and hanged for his involvement in the rebellion.</p>
Year 6	<b>Civil Rights</b>  <b>Key question to focus learning</b>		<b>World war 2</b>  <b>Key question to focus learning</b>

	<p>Which 'rights' movement made the biggest impact?</p> <p><b>The National curriculum says KS2 children should:</b>          -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066          -a significant turning point for Britain (and globally – this is beyond the national curriculum)          – Civil Rights          -should note connections, contrasts and trends over time</p> <p><b>Key Concepts</b>  <b>Rebellion</b>  <b>Significant individuals</b></p> <p><b>Chronological knowledge:</b>          1903 – Emmeline Pankhurst founded the Women's Social and Political Union (WSPU)          1928 – Women are granted equal voting rights          1955 – Rosa Parks helped spark the Civil Rights movement by refusing to give up her seat for a white man on a bus</p>		<p>How was WW2 a significant turning point for Britain?</p> <p><b>The National curriculum says KS2 children should:</b>          -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066          -a significant turning point for Britain – WW2</p> <p><b>Key Concepts</b>  <b>Conflict</b></p> <p><b>Chronological knowledge:</b>          1<sup>st</sup> September 1939 – Hitler invades Poland          3<sup>rd</sup> September 1939 – Britain declares war on Nazi Germany          September 1940 – Blitz of Britain by the Luftwaffe begins          1940 – Neville Chamberlain resigns and Winston Churchill becomes Prime Minister          June 1941 – Nazis invade the Soviet Union          December 1941 – Pearl Harbour bombed by Japanese forces          6<sup>th</sup> June 1944 – Allied forces land on the beaches in France. This is known as D-Day          30<sup>th</sup> April 1945 – Hitler dies</p>
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	<p>1964 – Nelson Mandela imprisoned for fighting for equal rights in South Africa  1964 – The Civil Rights act is passed in the USA  1994 – Nelson Mandela became South Africa's first black president</p> <p><b>Substantive knowledge:</b>  Human rights are rights that exist for all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.  Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more.  Everyone is entitled to these rights, without discrimination.  The Human Rights Act was most recently updated in 1988 and is now part of our domestic law.  Women did not always have the right to vote.  In 1903 Emmeline Pankhurst and others, founded the Women's Social and Political Union (WSPU) with the motto 'Deeds not words'.</p>		<p>4<sup>th</sup> May 1945 – Nazi Germany surrenders  8<sup>th</sup> May 1945 – VE day</p> <p><b>Substantive knowledge:</b>  World War II began in 1939 when Adolf Hitler broke the Munich Agreement and invaded Poland. On 3<sup>rd</sup> September 1939 Britain and France supported Poland so declared war on Germany. Hitler was the leader of a political party called the National Socialists which they shortened to Nazis, he wanted Germany to be 'perfect'. This meant that anyone who was different or did not fit into his 'perfect' image was killed. During World War II, many countries around the world were involved. Nazi Germany, Italy and Japan were <b>Axis</b> powers. Britain, France, USA, and Russia were the major <b>Allied</b> powers.  World War II officially ended on 3<sup>rd</sup> September 1945.</p> <p>During WWII, Britain suffered many attacks by the Luftwaffe between 1<sup>st</sup> September 1940 and 11<sup>th</sup> May 1941. This was known as the Blitzkrieg or Blitz.</p>
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	<p>Under the leadership of Emmeline, the WSPU was a highly organised group and like other members she was imprisoned and went on hunger strike protests. The group disbanded in 1918</p>		<p>During these months, over 43,500 civilians were killed. The Blitz affected towns and cities across the United Kingdom.</p> <p>WWII changed the lives of men and women. Whilst men fought abroad, women played a vital role on the home front. More than 80,000 women joined the Women's Land Army. Women also had to run households, fight the daily battle of rationing and cultivating food in allotments and gardens. After WWII women's roles in society changed.</p>
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