

Autumn 1	Egyptians What can we learn about life in Ancient Egypt from the evidence they left behind?	Key Vocabulary
<p>National Curriculum Links - History (DfE KS2) This unit draws directly from the statutory National Curriculum objectives for History (DfE, 2014):</p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> H2.1: Constructing the past - develop chronologically secure knowledge of world history, including Ancient Civilizations. H2.2: Sequencing the past - place key events, people and periods in chronological order. <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> H2.5: Significance and interpretations - ask historically valid questions about cause and effect; understand how our knowledge of the past is constructed from a range of sources. H2.7: Using sources as evidence - use sources to reconstruct life in the past and understand different viewpoints. 	<p>Lesson 1 - Where and When Did Ancient Egypt Exist? National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> I know where Egypt is and can identify key geographical features of the area. (H2.1) I know that Ancient Egypt lasted from 3100 BC to 30 BC and that there were changes over this period. (H2.1) I can place Ancient Egypt on a timeline alongside other historical periods studied. (H2.2) I know what a civilization is and what it needs to grow and succeed. (H2.1) <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> Civilisation <p>Wider Vocabulary</p> <ul style="list-style-type: none"> Ancient Egypt Timeline Source <p>Skills from Progression Document</p> <ul style="list-style-type: none"> I can begin to date events and place them on a timeline. (H2.1) I can compare life then with life today. (H2.5) I can sequence significant events, people, and periods using dates and time labels. (H2.2) <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> Ancient Egypt influenced later civilizations through its culture, writing, and architecture. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none"> Locate Egypt on a map and identify key geographical features. Place Ancient Egypt on a simple timeline. Describe what a civilisation is. Compare one aspect of life in Ancient Egypt with life today. <p>Year 4</p> <ul style="list-style-type: none"> Explain why Ancient Egypt is considered a significant civilisation. 	<p>Essential / Core Vocabulary (Must Know) <i>Explicitly taught, revisited, and expected to be remembered</i></p> <ul style="list-style-type: none"> civilisation: a group of people with organised society, culture, and laws. mummification: the process of preserving a body after death. pharaoh: a king or ruler of Ancient Egypt. hieroglyph: a symbol used in the Egyptian writing system. pyramid: a large stone structure built as a tomb for pharaohs. artefact: an object made or used in the past. source: something that tells us about the past (e.g. objects, pictures, writing). <p>Wider Vocabulary (Exposure / Enrichment) - with Definitions Introduced through discussion and modelling; not expected to be memorised</p>

- Place Ancient Egypt within a wider chronological framework.
- Describe changes that occurred during Ancient Egyptian history.
- Make comparisons between Ancient Egypt and other periods studied.

Lesson 2 - Mummification and Beliefs About the Afterlife

National Curriculum - Knowledge (I know that...)

- I know that mummification was part of Ancient Egyptian beliefs about the afterlife. (H2.1)
- I understand and can describe the mummification process. (H2.7)
- I know key facts about some famous mummies. (H2.7)

Essential / Core Vocabulary

- Mummification

Wider Vocabulary

- Mummy
- Source

Skills from Progression Document

- I can describe some representations of a period through historical sources. (H2.5)
- I can use evidence to reconstruct life in Ancient Egypt. (H2.7)
- I can distinguish between different sources and compare versions of the same story. (H2.7)

Enrichment (Non-statutory)

- Ancient Egyptians believed the soul needed a preserved body to continue life after death.

Expected Outcome by Year Group

Year 3

- Describe the process of mummification.
- Explain why Ancient Egyptians preserved bodies.
- Use sources to identify beliefs about the afterlife.

Year 4

- Explain how mummification reflected Ancient Egyptian beliefs.
- Use evidence from sources to infer information about religion and society.
- Compare different sources and explain what they reveal about Ancient Egyptian beliefs.

- **Ancient Egypt:** a civilisation in northeastern Africa that lasted from around 3100 BC to 30 BC.
- **mummy:** a preserved body of a human or animal.
- **Tutankhamun:** a famous Egyptian pharaoh.
- **scribe:** a person who wrote and kept records in the past.
- **Nile:** a river in Egypt that was important for farming, transport, and daily life.
- **papyrus:** a plant used by Egyptians to make paper.
- **inscription:** writing carved into stone or another material.
- **monument:** a structure built to remember a person or event.
- **agriculture:** farming and growing crops.
- **trade:** the buying and selling of goods.
- **artefact:** an object made or used in the past.
- **source:** something that tells us about the past (e.g. objects, pictures, writing).
- **cause:** why something happened.

Lesson 3 - Pharaohs and Tutankhamun

National Curriculum - Knowledge (I know that...)

- I know that Pharaohs were rulers of Ancient Egypt. (H2.1)
- I know that Tutankhamun's tomb was discovered in 1922 by Howard Carter. (H2.1)
- I know that artefacts from tombs give us information about life in Ancient Egypt. (H2.7)

Essential / Core Vocabulary

- Pharaoh
- Artefact

Wider Vocabulary

- Tutankhamun
- Source
- Consequence

Skills from Progression Document

- I can ask historically valid questions about people and events. (H2.5)
- I can select relevant sources to answer historical enquiries. (H2.7)
- I can explain the significance of causes and effects in Ancient Egypt. (H2.5)

Enrichment (Non-statutory)

- Tutankhamun's tomb was one of the most intact ever found, providing insights into Egyptian culture.

Expected Outcome by Year Group

Year 3

- Identify the role of a pharaoh.
- Describe who Tutankhamun was.
- Use artefacts to learn about Ancient Egyptian life.

Year 4

- Explain why Tutankhamun is historically significant.
- Use artefacts and sources to draw conclusions about Ancient Egyptian society.
- Explain how discoveries can change our understanding of the past.

Lesson 4 - Writing and Record Keeping

- **consequence:** what happened as a result.

National Curriculum – Knowledge (I know that...)

- I know that hieroglyphics were the writing system of Ancient Egypt. (H2.1)
- I know that scribes were skilled workers responsible for keeping records. (H2.1)

Essential / Core Vocabulary

- Hieroglyph

Wider Vocabulary

- Scribe
- Inscription
- Papyrus
- Source

Skills from Progression Document

- I can describe causes and consequences of key events. (H2.5)
- I can select and record relevant information from sources. (H2.7)
- I can begin to evaluate the usefulness and reliability of different sources. (H2.7)

Enrichment (Non-statutory)

- Writing helped Pharaohs govern and maintain religious and economic systems.

Expected Outcome by Year Group

Year 3

- Identify hieroglyphs as the Ancient Egyptian writing system.
- Describe the role of scribes.
- Use sources to find information about Ancient Egypt.

Year 4

- Explain why writing was important in Ancient Egyptian civilisation.
- Evaluate how useful different sources are for learning about the past.
- Explain how record keeping helped rulers govern Ancient Egypt.

Lesson 5 – Pyramids and Monuments

National Curriculum – Knowledge (I know that...)

- I know what a pyramid is, why pyramids were important, and how they were built. (H2.1)
- I know that monuments were built to show wealth, power, and religious beliefs. (H2.5)

Essential / Core Vocabulary

- Pyramid

Wider Vocabulary

- **Monument**
- **Cause**
- **Consequence**

Skills from Progression Document

- I can describe the significance of monuments in society. (H2.5)
- I can use sources to explain how pyramids were built. (H2.7)
- I can begin to explain why events and achievements were significant. (H2.5)

Enrichment (Non-statutory)

- Pyramids required thousands of workers and advanced planning.

Expected Outcome by Year Group

Year 3

- Describe what pyramids were used for.
- Identify reasons why pyramids were important.
- Use sources to find information about Ancient Egyptian monuments.

Year 4

- Explain why pyramids were significant to Ancient Egyptian society.
- Describe causes and consequences of pyramid building.
- Use evidence to explain what monuments tell us about power, wealth and beliefs.

Lesson 6 - The Nile and Life in Ancient Egypt

National Curriculum - Knowledge (I know that...)

- I know that the Nile was important for agriculture, travel, and trade. (H2.1)
- I know how settlements developed along the Nile. (H2.1)

Essential / Core Vocabulary

No new essential/core vocabulary introduced.

Wider Vocabulary

- Nile
- Agriculture
- Trade
- Settlement

Skills from Progression Document

- I can explain how physical geography affects human activity. (H2.1)
- I can describe advantages and disadvantages of living near the Nile. (H2.5)
- I can give a broad overview of life in Ancient Egypt. (H2.1)

Enrichment (Non-statutory)

- Flooding of the Nile provided fertile soil, making Egypt one of the richest civilizations in ancient times.

Expected Outcome by Year Group

Year 3

- Describe how the Nile helped people live in Ancient Egypt.
- Identify ways the Nile supported farming and travel.
- Give a simple overview of daily life in Ancient Egypt.

Year 4

- Explain why the Nile was essential to the success of Ancient Egyptian civilisation.
- Describe how geography influenced settlement and trade.
- Make connections between the Nile and the growth of Ancient Egypt.

Endpoint Assessment

Task: Museum Exhibition (or Presentation)

Children create an "Ancient Egypt exhibition" answering the enquiry question using evidence.

Must include:

- What life was like (daily life, beliefs, rulers)
- At least **3 sources or artefacts** (e.g. pyramids, mummies, hieroglyphs)
- Explanation of **what each source tells us**
- A final answer: *What can we learn about Ancient Egypt?*

Formats:

- Poster / booklet
- Model + explanation
- Oral presentation / video

Success Criteria

- I can describe what life was like in Ancient Egypt.
- I can use at least **3 sources or artefacts** (e.g. pyramids, mummies, writing).
- I can explain what each source tells us about the past.
- I can use key vocabulary (e.g. civilisation, pharaoh, Nile).
- I can answer the enquiry question clearly.

Expected Outcome by Year Group

Year 3

- Describe what life was like in Ancient Egypt.
- Use sources and artefacts to find information about the past.

- Use key vocabulary such as civilisation, pharaoh and pyramid correctly.
- Answer the enquiry question using evidence.

Year 4

- Explain what sources reveal about Ancient Egyptian life.
- Use evidence to support conclusions about beliefs, rulers and daily life.
- Discuss the significance of key features of Ancient Egyptian civilisation.
- Answer the enquiry question using historical evidence and subject-specific vocabulary.

Quiz Basket: What Can We Learn About Life in Ancient Egypt from the Evidence They Left Behind?

Vocabulary Retrieval

1. **What is a *civilisation*?**
 - A society with its own culture, government and way of life.
2. **What is *mummification*?**
 - The process of preserving a body after death.
3. **What is a *pharaoh*?**
 - A ruler of Ancient Egypt.
4. **What is an *artefact*?**
 - An object from the past that helps us learn about history.
5. **What is a *hieroglyph*?**
 - A symbol used in the Ancient Egyptian writing system.
6. **What is a *source*?**
 - Evidence that helps us learn about the past.
7. **What is a *pyramid*?**
 - A large stone monument built as a tomb for pharaohs.

Knowledge Retrieval

8. **When did Ancient Egypt exist?**
 - Between 3100 BC and 30 BC.
9. **Why did Ancient Egyptians mummify bodies?**
 - Because they believed the soul needed a preserved body for the afterlife.
10. **Who was Tutankhamun?**
 - A pharaoh whose tomb was discovered by Howard Carter in 1922.
11. **What can artefacts from Tutankhamun's tomb tell us?**

	<ul style="list-style-type: none"> ○ How Ancient Egyptians lived, what they believed and what was important to them. <p>12. Who were scribes and why were they important?</p> <ul style="list-style-type: none"> ○ Skilled workers who wrote records using hieroglyphs. <p>13. Why were pyramids built?</p> <ul style="list-style-type: none"> ○ To bury pharaohs and show wealth, power and religious beliefs. <p>14. Why was the River Nile important to Ancient Egypt?</p> <ul style="list-style-type: none"> ○ It provided water, fertile soil, transport and trade routes. <p>15. Name three sources or artefacts that help us learn about Ancient Egypt.</p> <ul style="list-style-type: none"> ○ Mummies, pyramids, hieroglyphs, tombs or artefacts. <p>16. What can we learn about life in Ancient Egypt from the evidence they left behind?</p> <ul style="list-style-type: none"> ○ Sources and artefacts show us about Egyptian beliefs, rulers, daily life, writing, farming and how their civilisation developed. 	
Spring 1	Tudors What was life like in Tudor times, and how do we know?	

<p>National Curriculum Links - History (DfE KS2) This unit draws directly from the statutory National Curriculum objectives for History (DfE, 2014):</p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> • H5: Develop chronologically secure knowledge of British history beyond 1066. • Place key Tudor events, people, and sites on a timeline. <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Local history study: understand how national history is reflected in the locality (Tutbury Castle). • Study of an aspect of British history beyond 1066, including monarchs, daily life, and social structure. <p>Investigation and Use of Sources</p> <ul style="list-style-type: none"> • Use historical sources to reconstruct life in Tudor times. • Describe causes and effects of key events. • Compare past lifestyles with the present 	<p>Lesson 1 - Introduction to the Tudors LO: To be able to identify when the Tudor period took place and place it on a timeline.</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> • I know the Tudor period lasted from 1485-1603. (H5, H2.1) • I know the main Tudor monarchs. (H5) • I know the Tudors influenced government, religion, and culture. (H2.5) <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> • Tudor period • Monarch • Reign <p>Wider Vocabulary</p> <ul style="list-style-type: none"> • Period <p>Skills from Progression Document</p> <ul style="list-style-type: none"> • I can begin to date events. (H2.1) • I can place the Tudor period on a timeline alongside other historical periods. (H2.2) • I can compare life then with life today. (H2.5) <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> • Discussion of why the Tudors remain important today. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none"> • Identify when the Tudor period took place. • Place the Tudor period on a timeline. • Name some Tudor monarchs. • Compare one aspect of Tudor life with life today. <p>Year 4</p> <ul style="list-style-type: none"> • Explain why the Tudor period is significant in British history. • Place Tudor events within a wider chronological framework. • Describe how Tudor monarchs influenced Britain. • Make comparisons between the Tudor period and other historical periods studied. <p>Lesson 2 - Tutbury Castle and Local Significance LO: To be able to explain the importance of Tutbury Castle and how it has changed over time.</p>	<p>Essential / Core Vocabulary (Must Know)</p> <p><i>Explicitly taught, revisited, and expected to be remembered</i></p> <ul style="list-style-type: none"> • Tudor period: a period in British history when the Tudor family ruled. • monarch: a king or queen who rules a country. • reign: the period of time a monarch rules. • lifestyle: the way people live. • artefact: an object made or used in the past. • source: something that tells us about the past (e.g. objects, pictures, writing). • Evidence is something we use to learn what happened before, like objects, pictures, or writing. <p>Wider Vocabulary (Exposure / Enrichment) - with Definitions <i>Introduced through discussion and modelling; not expected to be memorised</i></p> <ul style="list-style-type: none"> • Henry VIII: a Tudor king who ruled England. • Elizabeth I: a Tudor queen who ruled England.
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National Curriculum - Knowledge (I know that...)

- I know Tutbury Castle was first recorded in 1071. (H5, H2.1)
- I know Henry VIII visited Tutbury Castle in 1511. (H5)
- I know that Mary Queen of Scots was imprisoned at Tutbury Castle several times. (H5, H2.5)
- I know that the castle is now a historic site and tourist attraction. (H2.5)

Essential / Core Vocabulary

No new essential/core vocabulary introduced.

Wider Vocabulary

- Tutbury Castle
- Local history
- Castle
- Mary Queen of Scots
- Artefact

Skills from Progression Document

- I can use sources to reconstruct the history of a local site. (H2.7)
- I can describe changes to a site over time. (H2.1)
- I can begin to note contrasts between past and present uses of a site. (H2.5)

Enrichment (Non-statutory)

- Visit or virtual tour of Tutbury Castle.
- Compare the castle's past and present roles.

Expected Outcome by Year Group

Year 3

- Describe the historical importance of Tutbury Castle.
- Identify key Tudor figures connected to the castle.
- Use sources to find information about the site.

Year 4

- Explain why Tutbury Castle is historically significant.
- Use evidence from sources to explain how the castle has changed over time.
- Compare the castle's role in the Tudor period with its role today.
- Explain how local history connects to national history.

Lesson 3 - Daily Life in Tudor Times

LO: To be able to describe what life was like for different people in Tudor times.

National Curriculum - Knowledge (I know that...)

- I know that life was very different for wealthy and poor children. (H5, H2.5)

- local history: the history of the area where we live
- Tutbury Castle: a castle in the local area used in Tudor times.
- **Mary Queen of Scots:** a queen who was imprisoned at Tutbury Castle.
- **wealthy:** having a lot of money and resources.
- **poor:** having little money and few resources.
- **education:** learning to read, write, and gain knowledge.
- **childhood:** the time when a person is a child.
- **castle:** a strong building built to defend people and land.
- **artefact:** an object made or used in the past

- I know that poor children worked from a young age and often received no education. (H5)
- I know that wealthy boys could attend grammar schools and school life was strict. (H5)
- I know that noble girls could marry from age 12 and boys from 14. (H5)

Essential / Core Vocabulary

- Lifestyle

Wider Vocabulary

- Wealthy
- Poor
- Education
- Childhood

Skills from Progression Document

- I can find out about everyday life in Tudor times. (H2.7)
- I can describe differences between social classes. (H2.5)
- I can place historical people and events on a timeline. (H2.2)

Enrichment (Non-statutory)

- Compare Tudor childhoods with childhoods today.
- Examine artefacts related to daily life.

Expected Outcome by Year Group

Year 3

- Describe daily life for people living in Tudor times.
- Identify differences between rich and poor Tudor children.
- Compare Tudor childhood with childhood today.

Year 4

- Explain how wealth affected opportunities and lifestyle in Tudor society.
- Compare experiences of different social groups.
- Use evidence from historical sources to support explanations.
- Explain similarities and differences between Tudor life and modern life.

Lesson 4 - Tudor Achievements and Culture

LO: To be able to explain key Tudor achievements and their impact on society.

National Curriculum - Knowledge (I know that...)

- I know that Tudors influenced law, government, religion, and culture. (H5, H2.5)
- I know that William Shakespeare lived during the Tudor period. (H5)

• I know that trade, architecture, and local sites reflected wealth and power.

(H2.5)

Lesson 4 - Tudor Achievements and Culture

Essential / Core Vocabulary

- Artefact
- Source

Wider Vocabulary

- Trade
- Culture

Skills from Progression Document

- I can describe significant achievements and developments. (H2.5)
- I can identify cause and effect for key events. (H2.5)
- I can select relevant sources for historical enquiry. (H2.7)

Enrichment (Non-statutory)

- Explore Tudor artefacts, literature, or local architecture.
- Discuss the influence of Tudor culture on modern England.

Expected Outcome by Year Group

Year 3

- Identify important Tudor achievements.
- Describe how artefacts and sources help us learn about the Tudors.
- Recognise the importance of figures such as William Shakespeare.

Year 4

- Explain how Tudor achievements influenced later British society.
- Use historical sources to investigate Tudor culture.
- Describe causes and consequences of important developments during the Tudor period.
- Explain why certain Tudor achievements remain significant today.

Lesson 5 - Tudor Religion and Power

LO: To be able to explain how religion and power shaped life in Tudor times.

National Curriculum - Knowledge (I know that...)

- I know that religion was central to Tudor life and politics. (H5, H2.5)
- I know that monarchs controlled the Church in England. (H5)
- I know that conflicts between monarchs and nobility shaped English history. (H5, H2.5)

Essential / Core Vocabulary

No new essential/core vocabulary introduced.

Wider Vocabulary

- Power
- Authority
- Reformation

Skills from Progression Document

- I can describe causes and consequences of key events. (H2.5)
- I can select relevant sources to answer historical enquiries. (H2.7)
- I can explain why events and people were significant. (H2.5)

Enrichment (Non-statutory)

- Understanding religious reforms helps pupils connect local history with national events.
- Examine how the Reformation affected people's lives and the local area.

Expected Outcome by Year Group

Year 3

- Describe the importance of religion in Tudor life.
- Identify how monarchs held power during the Tudor period.
- Use sources to find information about Tudor religion.

Year 4

- Explain how religion influenced Tudor politics and society.
- Describe causes and consequences of religious change during the Tudor period.
- Explain why Tudor monarchs were significant.
- Use historical evidence to support explanations.

Endpoint

Task: Tudor Life Comparison

Children answer the enquiry through comparison.

Must include:

- Life for rich vs poor
- Life then vs now
- Reference to Tutbury Castle or local history
- Use of sources or evidence
- Final answer: *What was life like and how do we know?*

Formats:

- Double-page spread
- Diary entry (rich vs poor child)
- Presentation

Success Criteria

- I can describe what life was like in Tudor times.
- I can compare life for **rich and poor people**.
- I can compare life in Tudor times to today.
- I can use evidence or sources to support my ideas.
- I can use key vocabulary (e.g. monarch, lifestyle, local history).
- I can answer the enquiry question clearly

Expected Outcome by Year Group

Year 3

- Describe what life was like in Tudor times.
- Compare life for rich and poor people.
- Use sources and artefacts to find information about the past.
- Use key vocabulary such as monarch, lifestyle and local history correctly.

Year 4

- Explain how Tudor society was shaped by wealth, religion and power.
- Use historical evidence to support conclusions about Tudor life.
- Explain the significance of Tutbury Castle and key Tudor figures.
- Answer the enquiry question using historical vocabulary, evidence and reasoning.

Quiz Basket: What Was Life Like in Tudor Times, and How Do We Know?

Vocabulary Retrieval

1. **What was the Tudor period?**
 - A period in history from 1485-1603.
2. **What is a monarch?**
 - A king or queen who rules a country.
3. **What does reign mean?**
 - The time a monarch is on the throne.

4. **What is a *lifestyle*?**
 - The way a person lives.
5. **What is an *artefact*?**
 - An object from the past that helps us learn about history.
6. **What is a *source*?**
 - Evidence that helps us learn about the past.
7. **What is *local history*?**
 - The history of the place where we live.

Knowledge Retrieval

8. **When did the Tudor period take place?**
 - Between 1485 and 1603.
9. **Name one Tudor monarch.**
 - Henry VIII, Elizabeth I, Mary I, Edward VI, Henry VII or Mary Queen of Scots (linked to the period).
10. **Why is Tutbury Castle important in Tudor history?**
 - Henry VIII visited it and Mary Queen of Scots was imprisoned there.
11. **How was life different for rich and poor children in Tudor times?**
 - Wealthy children were more likely to receive an education, while poor children often worked from a young age.
12. **Who was William Shakespeare?**
 - A famous writer who lived during the Tudor period.
13. **Why was religion important in Tudor times?**
 - It influenced daily life, politics and the power of monarchs.
14. **How do historians know about life in Tudor times?**
 - By using sources and artefacts from the period.
15. **Name one source or artefact that could tell us about Tudor life.**
 - Buildings, documents, portraits, clothing, letters or objects from Tudor times.
16. **What was life like in Tudor times, and how do we know?**
 - Life was very different for rich and poor people. We know about Tudor life through sources, artefacts and local history such as Tutbury Castle.

<p>Summer term</p>	<p>WW2 Changes How did World War Two change the lives of people in Britain?</p>	
<ul style="list-style-type: none"> This unit draws from the statutory National Curriculum objectives (DfE, 2014) and links to the History Progression Codes: H2 - Chronological Understanding Develop chronologically secure knowledge of British history beyond 1066. Sequence events, people, and periods using timelines. Compare life then and now, noting contrasts and trends. H2.1 - Constructing the Past Develop understanding of how WWII changed Britain and the world. Understand the causes, events, and consequences of WWII. H2.5 - Significance and Interpretations Explain why events and people were significant (e.g., 	<p>Lesson 1 - Causes of World War II LO: To understand the main causes of World War II.</p> <p>NC / H Codes - Knowledge (I know that...)</p> <ul style="list-style-type: none"> I know that Germany was unhappy with the Treaty of Versailles after WWI. H2.1, H2.5 I know that Adolf Hitler rose to power as leader of the Nazi Party in 1933. H2.1, H2.5 I know that Germany began expanding its territory in 1936, forming alliances with Italy and Japan. H2.1 I know that WWII officially started on 1 September 1939 when Germany invaded Poland. H2.1 I know that Neville Chamberlain declared war on Germany on 3 September 1939. H2.1, H2.5 <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> War Nazi <p>Wider Vocabulary</p> <ul style="list-style-type: none"> Treaty of Versailles Adolf Hitler Neville Chamberlain Alliance <p>Skills from Progression Document</p> <ul style="list-style-type: none"> I can begin to date events. H2.1 I can place events and key figures on a timeline. H2.2 	<p><i>Essential / Core Vocabulary (Must Know) - with Definitions Explicitly taught, revisited, and expected to be remembered</i></p> <ul style="list-style-type: none"> war: a conflict between countries or groups. Blitz: a period of bombing attacks on British cities during World War Two. evacuation: moving people from a place of danger to somewhere safer. evacuee: a person who has been moved from a place of danger to somewhere safer. ration: a fixed amount of food or supplies allowed during a shortage. Nazi: a member of a political group led by Adolf Hitler in Germany.

<p>Hitler, Chamberlain, Churchill).</p> <ul style="list-style-type: none"> • Construct informed responses based on historical evidence. • H2.7 - Using Sources as Evidence • Use a range of historical sources to investigate evacuees, rationing, the Blitz, and the end of WWII. • • 	<ul style="list-style-type: none"> • I can compare life then with life today. H2.5 <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> • Examine newspaper or propoganda sources from 1939. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none"> • Identify key events that led to World War Two. • Place important events on a timeline. • Describe who Adolf Hitler and Neville Chamberlain were. • Explain in simple terms why war began in 1939. <p>Year 4</p> <ul style="list-style-type: none"> • Explain the main causes of World War Two. • Describe how events before 1939 contributed to the outbreak of war. • Use historical vocabulary when discussing causes and consequences. • Explain why key individuals were significant. <p>Lesson 2 - Countries and Sides in WWII</p> <p>LO: To identify the countries involved in WWII and the sides they belonged to.</p> <p>NC / H Codes - Knowledge (I know that...)</p> <ul style="list-style-type: none"> • I know that countries were divided into two sides: the Allies and the Axis. H2.1, H2.5 • I know some countries in the Allies: Britain, United States, France, Greece, Australia, Canada, India, Poland, USSR, China. H2.1 • I know some countries in the Axis: Germany, Italy, Japan, Hungary, Romania, Slovakia, Bulgaria. H2.1 <p>Essential / Core Vocabulary</p> <p>No new essential/core vocabulary introduced.</p> <p>Wider Vocabulary</p> <ul style="list-style-type: none"> • Allies • Axis • Conflict <p>Skills from Progression Document</p> <ul style="list-style-type: none"> • I can sequence significant events and explain their causes. H2.1, H2.5 • I can identify different sides in a historical conflict. H2.5 • I can use evidence to describe what happened. H2.7 <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> • Locate countries on a map and discuss why alliances were formed. <p>Expected Outcome by Year Group</p>	<ul style="list-style-type: none"> • Civilian - a person who is not in the army or fighting in the war. • Impact - the effect something has on people's lives. • <p>Wider Vocabulary (Exposure / Enrichment) - with Definitions Introduced through discussion, modelling, and sources; not expected to be memorised</p> <ul style="list-style-type: none"> • Operation Pied Piper: the evacuation of children from cities to the countryside during World War Two. • victory: winning or being successful in a war. • air raid: an attack in which bombs are dropped from aircraft. • refugee: a person forced to leave their home to escape danger. • Adolf Hitler: the leader of Germany during World War Two. • Neville Chamberlain: the Prime Minister who
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Year 3

- Identify the Allies and the Axis powers.
- Name countries involved in each side.
- Describe that different countries worked together during the war.

Year 4

- Explain why countries formed alliances during World War Two.
- Compare the Allies and Axis powers.
- Use historical evidence to explain the significance of alliances.

Lesson 3 - The Blitz

LO: To understand what the Blitz was and its impact on people in Britain.

NC / H Codes - Knowledge (I know that...)

- I know that the Blitz was the name given to German air raids on British cities. H2.1
- I know that the Blitz caused destruction, injuries, and deaths: 60,000 people died, 87,000 were injured, and 2 million homes were destroyed. H2.1, H2.5
- I know that the Blitz ended in May 1941 as Germany focused on Russia. H2.1

Essential / Core Vocabulary

- Blitz
- Impact

Wider Vocabulary

- Air raid
- Destruction
- Bombing

Skills from Progression Document

- I can describe the impact of key events on people's lives. H2.5
- I can explain cause and effect in historical events. H2.5
- I can use multiple sources to reconstruct life during the Blitz. H2.7

Enrichment (Non-statutory)

- Explore photographs, diaries, and news reports of the Blitz.

Expected Outcome by Year Group

Year 3

- Describe what the Blitz was.
- Identify how bombing affected towns and cities.
- Use sources to find information about life during the Blitz.

Year 4

- Explain the impact of the Blitz on civilians in Britain.

declared war on Germany in 1939.

- **Winston Churchill:** the Prime Minister who led Britain during most of World War Two.
- **Axis:** the countries that fought together against Britain and its allies (e.g. Germany, Italy, Japan).
- **Allies:** the countries that fought together against the Axis (e.g. Britain, USA, France).
- **destruction:** great damage or ruin caused by events such as war.

- Use evidence from historical sources to explain experiences during air raids.
- Describe causes and consequences of the Blitz.

Lesson 4 - Evacuation of Children

LO: To understand why children were evacuated and how it affected their lives.

NC / H Codes - Knowledge (I know that...)

- I know that children were evacuated from cities to the countryside to protect them from bombing (Operation Pied Piper). H2.1, H2.7
- I know what evacuees were and what they took with them. H2.7
- I know how evacuation affected children and families. H2.5

Essential / Core Vocabulary

- Evacuation
- Evacuee

Wider Vocabulary

- Operation Pied Piper

Skills from Progression Document

- I can describe the causes and consequences of evacuation. H2.5
- I can reconstruct experiences of evacuees using historical sources. H2.7

Enrichment (Non-statutory)

- Examine letters, photographs, and stories from evacuees.

Expected Outcome by Year Group

Year 3

- Describe why children were evacuated.
- Identify what evacuees took with them.
- Use sources to describe experiences of evacuation.

Year 4

- Explain the reasons for Operation Pied Piper.
- Describe how evacuation affected children and families.
- Use evidence from historical sources to compare different evacuation experiences.
- Explain the impact of evacuation on British society.

Lesson 5 - Rationing and Civilian Life

LO: To understand how rationing and war affected daily life in Britain.

NC / H Codes - Knowledge (I know that...)

- I know that rationing was introduced in Britain in 1940 to manage shortages of food, clothing, and fuel. H2.1

- I know what items were rationed and how people adapted to these restrictions. H2.5
- I know that life on the home front involved hardship and contribution to the war effort. H2.5, H2.7

Essential / Core Vocabulary

- Ration
- Civilian

Wider Vocabulary

- Food shortage
- Adaptation

Skills from Progression Document

- I can describe how people lived during wartime. H2.5
- I can sequence events and explain their significance. H2.1, H2.5
- I can use sources to reconstruct life during rationing. H2.7

Enrichment (Non-statutory)

- Explore ration books, recipes, and home front innovations.

Expected Outcome by Year Group

Year 3

- Describe what rationing was.
- Identify ways people adapted during wartime.
- Explain how rationing affected daily life.

Year 4

- Explain why rationing was introduced.
- Use historical sources to investigate life on the Home Front.
- Describe how civilians contributed to the war effort.
- Explain the impact of rationing on different groups of people.

Lesson 6 - Victory in Europe and the End of WWII

LO: To understand how WWII ended and what happened after the war.

NC / H Codes - Knowledge (I know that...)

- I know that WWII ended in Europe on 8 May 1945 (VE Day). H2.1, H2.5
- I know that the war officially ended on 2 September 1945 with Japan's surrender. H2.1, H2.5
- I know that the Allies declared victory and began rebuilding Europe. H2.1, H2.5

Essential / Core Vocabulary

- Victory

Wider Vocabulary

- Winston Churchill
- Peace
- Surrender

Skills from Progression Document

- I can explain the significance of key events. H2.5
- I can select relevant sources to answer historical enquiries. H2.7
- I can compare life during and after the war. H2.1

Enrichment (Non-statutory)

- Explore local stories of WWII and victory celebrations.
- Investigate memorials or monuments in your area.

Expected Outcome by Year Group

Year 3

- Identify when World War Two ended.
- Describe what happened on VE Day.
- Compare life during and after the war.

Year 4

- Explain why VE Day was significant.
- Describe how Britain changed after the war ended.
- Use historical evidence to explain the impact of victory on people's lives.
- Explain the significance of key wartime leaders.

Endpoint Assessment

Task: Historical News Report / Diary

Children explain how life changed during WWII.

Must include:

- At least **3 aspects of life**:
 - Blitz
 - Evacuation
 - Rationing
- Use of **evidence (photos, accounts, facts)**
- Explanation of **impact on people's lives**
- Final answer: *How did the war change people's lives?*

Formats:

- News report
- Diary of a child evacuee
- Video report

	<p>Success criteria</p> <ul style="list-style-type: none"> ☐ I can describe what happened during World War Two. ☐ I can explain at least 3 ways life changed (e.g. evacuation, Blitz, rationing). ☐ I can describe how people were affected. ☐ I can use evidence (e.g. photos, accounts, facts). ☐ I can use key vocabulary (e.g. evacuee, ration, Blitz). ☐ I can explain the overall impact of the war on people's lives. ☐ I can clearly answer the enquiry question <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none"> • Describe key events from World War Two. • Explain how evacuation, rationing and the Blitz affected daily life. • Use historical sources to support ideas. • Use key vocabulary such as Blitz, evacuee and ration correctly. <p>Year 4</p> <ul style="list-style-type: none"> • Explain how World War Two changed the lives of people in Britain. • Use evidence from historical sources to support conclusions. • Describe causes, consequences and significance of key events. • Answer the enquiry question using historical vocabulary and reasoned explanations. 	
	<p>Quiz Basket: How Did World War Two Change the Lives of People in Britain?</p> <p>Vocabulary Retrieval</p> <ol style="list-style-type: none"> 1. What is a <i>war</i>? <ul style="list-style-type: none"> ○ A conflict between countries or groups. 2. What is a <i>Nazi</i>? <ul style="list-style-type: none"> ○ A member of the political group led by Adolf Hitler in Germany. 3. What was the <i>Blitz</i>? <ul style="list-style-type: none"> ○ A period of bombing attacks on British cities during World War Two. 4. What does <i>evacuation</i> mean? <ul style="list-style-type: none"> ○ Moving people from a place of danger to somewhere safer. 5. What is an <i>evacuee</i>? <ul style="list-style-type: none"> ○ A person who has been moved from a place of danger to somewhere safer. 6. What is a <i>ration</i>? <ul style="list-style-type: none"> ○ A fixed amount of food or supplies allowed during a shortage. 7. What is a <i>civilian</i>? <ul style="list-style-type: none"> ○ A person who is not in the army or fighting in the war. 	

8. What does *impact* mean?

- The effect something has on people's lives.

Knowledge Retrieval

9. When did World War Two begin?

- On 1 September 1939 when Germany invaded Poland.

10. Who was the leader of Nazi Germany?

- Adolf Hitler.

11. What were the two sides in World War Two called?

- The Allies and the Axis.

12. Why were children evacuated during the war?

- To keep them safe from bombing in towns and cities.

13. What was Operation Pied Piper?

- The evacuation of children from cities to the countryside.

14. Why was rationing introduced in Britain?

- To manage shortages of food, clothing and fuel.

15. What was the impact of the Blitz on Britain?

- It caused destruction, injuries, deaths and damage to homes and cities.

16. What happened on VE Day?

- Victory in Europe was celebrated on 8 May 1945.

17. How did World War Two change the lives of people in Britain?

- The war changed daily life through the Blitz, evacuation and rationing. People faced danger, shortages and separation from family, but also worked together to support the war effort.