

<u>Curriculum Rationale</u>	Curriculum Big Question: <i>How has the nature and impact of conflict changed over time?</i>	Targeted phase: UKS2 (Year 6)
------------------------------------	-----------------------------------------------------------------------------------------------------	--------------------------------------

	Curriculum Content	
About the Unit	Chronology	Communicating History
<p><u>What prior knowledge needs to be used?</u> - Children will draw upon their prior knowledge of many of the historical eras studied throughout KS2. In particular, they should remember some of the changes that took place between the Stone Age, Bronze Age and Iron Age. Pupils should recount where the Anglo Saxon and Viking eras fit within wider history and the changes that took place in Britain under their rule. Pupils will draw upon their knowledge of why the Early Islamic Civilisation was a significant turning point in history and should recall information relating to the way that the Ancient Greeks and Romans ruled their empires.</p>		
<p><u>What knowledge and procedures need to be learnt by the end point?</u> By the end of the unit, children will understand how many conflicts have taken place throughout time and have a secure understanding of where these different historical periods can be placed in relation to one another. Children should also understand the advances in weaponry and tactical warfare that have taken place from the prehistoric era right through to the modern era. In addition to this, children will also understand how similarities and differences can be drawn between warfare in different periods. Children will have evaluated the effectiveness of tactics and weaponry and also considered the scale and impact of many different conflicts through time. Finally, pupils will bring all of their learning together to be able to analyse how the nature and impact of conflict has changed over time.</p>	<p>Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.</p> <p>Pupils place different periods in time on a timeline, discussing their chronology in relation to one another.</p>	<p>Use of historical terms and vocabulary (<i>including tier 2 and tier 3 vocabulary</i>).</p> <p>Ask and answer questions.</p> <p>Construct arguments and reach conclusions.</p>
<p><u>Why are these important?</u> It is important that children are aware of the links that can be made between different time periods but also the many changes that have come about with time and advancements in technology. It is also important for children to have an awareness of how the impact of conflicts changed from a local to global scale and the consequences this had for the modern era. Exploring this topic will also lead to discussions about the most current conflicts which are still taking place around the world as well as discussions about Remembrance services and how we still look to the past to teach ourselves important lessons for the future.</p>	Investigating the past	Thinking like a historian
<p><u>Which threshold concepts need to be emphasised?</u></p> <ul style="list-style-type: none"> ● Chronology ● Communicating history ● Investigating the past ● Thinking like a historian 	<p>Interpretation of evidence through analysis of a variety of historical sources from the time.</p> <p>Making inferences from sources about what they tell us about the past.</p> <p>Conduct historical enquiry and critically evaluate the reliability of sources.</p>	<p>Change and continuity - children will consider the changes in weaponry and tactical warfare between different historical periods. Children to consider if there are any similarities/ differences between certain periods and if so, how these changes came about.</p> <p>Cause and consequence - children will consider the causes of many different conflicts and their effects - both the consequences on military success and for civilians.</p> <p>Significance - children to consider the significance of certain people and events. They will evaluate the effectiveness of weaponry and warfare across several historical periods and think about how our understanding of the past helps us to make sense of the present.</p>
<p><u>How will you assess if the knowledge and procedures have been secured?</u></p> <ul style="list-style-type: none"> ● Recap each lesson (3 questions - 3 minutes) ● Understanding and use of historical techniques throughout the unit. ● Knowledge retrieval quiz ● Chronology task to place all periods studied in time 	Wider Curriculum Links:	

<ul style="list-style-type: none"> Assessed piece of extended writing at the end of the unit which will link all aspects taught. <p><u>How will this create readiness for subsequent units?</u></p> <ul style="list-style-type: none"> Reinforces children's understanding of chronology and gaining a deepening understanding of how periods of time interlink and fit together. Deepens children's understanding of the importance of 'sources' and historical enquiry for painting a picture of the past. Embeds the use of historical vocabulary and terminology within explanations. Deepens understanding of the comparisons/ links that can be made between different historical eras. A development in children's critical thinking skills, through analysis of sources and making judgements about the reliability of evidence. 	Career: Historian, researcher, teacher, archaeologist.	PSHE: Children given the opportunity to have discussions and construct arguments, giving their own opinions.
	British Values: Tolerance, liberty, respect	Virtues: Pupils gain an understanding and appreciation of the past and how it has shaped life today.

<u>Sequential components of learning</u>	Prehistoric Warfare: Stone Age to Iron Age	Ancient Warfare - Romans and Greeks	Anglo Saxon and Viking Warfare	Religious Wars: The Crusades	Modern Warfare: WW1	Modern Warfare: WW2	Assessment task: <i>How has the nature and impact of conflict changed over time?</i>
-------------------------------------------------	--------------------------------------------	-------------------------------------	--------------------------------	------------------------------	---------------------	---------------------	-----------------------------------------------------------------------------------------

Sequential components	Big Question and Key Ideas	Suggested Teaching Tips	Resources
Prehistoric Warfare - Stone Age to Iron Age <ul style="list-style-type: none"> Settlement Society Conflict Power 	<p>Big Q: What conflicts did humans face in the prehistoric era?</p> <ul style="list-style-type: none"> ➤ Chronology <ul style="list-style-type: none"> placing prehistoric 'ages' on a timeline ➤ Communicating history <ul style="list-style-type: none"> using phrases such as "years ago, a long time ago, decades ago, in AD/BC" ➤ Investigating the past <ul style="list-style-type: none"> analysing images of weapons found in Stone Age Britain and matching them to their use ➤ Thinking like a historian 	<p>Starter/Task 1: Timeline activity. Children presented with a blank timeline on which they will place the 'ages' in the correct order. Task can be differentiated - dates can be taken off to challenge children further.</p> <p>Main Teaching: <i>Stone Age</i> - Explain that in the Paleolithic Age men were hunter gatherers. Explain that man's conflict would mainly be against the beasts that they were trying to hunt. Show children a selection of tools that could be used to hunt animals or prepare food.</p> <p>Task 2: Children are given images of tools/weapons from the Stone Age. Children have to match the image to the descriptions. Children can then draw an image of what the same tool/weapon may look like today -(answers on next slide) Remind children that even though man had weapons, there is no evidence of wars in Stone Age Britain, possibly because the population was low with tribes spread out.</p> <p>Main Teaching: <i>Stone Age continued</i> - Watch the video of tactics Stone Age men used against mammoths. Discuss how tribesmen lived a nomadic lifestyle following animals for food, neanderthals would hunt in groups chasing mammoths, sometimes off cliffs and finally they may use weapons such as spears to attack the animal.</p>	Timeline activity with 'ages' cards Matching activity - Tools/weapons images with description cards Writing Structure Word Bank

	<ul style="list-style-type: none"> - understanding how weapons and tactics changed over time and what caused these changes - considering how historians can change their theories based upon what evidence is found 	<p><i>Bronze Age</i> - Explain that people discovered how to extract metal from rocks. The extraction of copper and tin lead to bronze being made to be used in weapons. This, along with a growing population meant that conflicts between men became more regular and tribes began to fight each other. Explain how bronze was used to make swords and axes but that the metal was still expensive so not everyone had a weapon.</p> <p>Next, explain how tribesmen would use weapons such as swords (in particular the Carp’s tongue) to slash and stab victims. Discuss that historians believe that certain regions of Britain developed their own fighting traditions e.g. The North would have used swords.</p> <p><i>Iron Age</i> - Explain that by the Iron Age the population of Britain had increased which meant that more conflicts occurred. By now, tribes were organised groups with a chieftain and these tribes could come under attack from other local tribes. Iron was easier to mine, cheaper and more easily mended than bronze which meant more people were able to carry a weapon/tool. Discuss how daggers and spears were used. Watch the video for more information on the Iron Age.</p> <p>Next, explain how during the Iron Age tribesmen would take measures to defend themselves including using shields. However, shields during the Iron Age were often still made of bronze - as bronze was more expensive the shield was a symbol of higher status within a tribe. Hillforts were also built so that tribes could identify any incoming attacks. However, many historians now believe that not all hill forts were used for defensive purposes and instead were meeting places or cow enclosures! Discuss how historical theories can change as more evidence is discovered.</p> <p>Task 3: Children will write an extended piece where they ‘Describe how the use of weapons and tactics has changed from the Stone Age to the Iron Age’. They can use the questions on the slide to structure their writing and a word bank to remind them to include key historical terms.</p>	
<p>Ancient Warfare - Romans and Greeks</p> <ul style="list-style-type: none"> ● Settlement ● Society ● Conflict ● Empire ● Power 	<p>Big Q: Romans vs Greeks - Who were the better warriors?</p> <ul style="list-style-type: none"> ➤ Chronology <ul style="list-style-type: none"> - examining the Romans’ and Greeks’ place on a timeline in relation to other key time periods ➤ Communicating history <ul style="list-style-type: none"> - using phrases such as “years ago, a long time ago, decades ago, in AD/BC”. - using historical terms and vocabulary such as <i>legion, phalanx and hoplite</i>. 	<p>Starter: Children presented with a blank timeline and tasked with accurately situating the Roman period and Ancient Greek period. This task can be differentiated - dates can be taken off to challenge children further.</p> <p>Main teaching: Use maps on slides to remind children of where the Romans and Greeks came from. Children should now have an understanding of where the Romans and Greeks can be placed in time, as well as in the world. We have recapped who they both were but as we are going to be focussing on conflict and warfare it is important to know what their reasons were for fighting. Discuss Roman and Greek motives for fighting before moving on to how they fought - with a focus on tactics and weapons.</p> <p><i>Roman tactics</i> - Use slides to remind children of the formation of the Roman army which was split up into 20 different legions - each composing of 5,000 soldiers. Discuss the effectiveness of their organisation. Watch video of Roman military tactics. Discuss how the Romans used several different formations on the battlefield, both for attacking and defense including the ‘wedge’ and the ‘testudo’.</p>	<p>Timeline activity (with/without dates)</p> <p>Images and information about Roman and Greek fighting formations for matching activity.</p> <p>Images for annotation in books.</p> <p>Images of Roman and Greek weapons with descriptions on</p>

	<ul style="list-style-type: none"> ➤ Investigating the past - source analysis and enquiry looking at tactics and weaponry. ➤ Thinking like a historian - comparing similarities and differences between the Greek and Roman armies. - evaluating effectiveness of the Greek and Roman armies and making an informed judgement about who were the better fighters. 	<p><i>Greek tactics</i> - Use slides to discuss how the Greek organised their army and discuss the effectiveness of their formation. Watch video of Greek military tactics. Discuss how the Greek army fought in a 'phalanx' attacking formation, where 'hoplite' soldiers fought shoulder to shoulder in a tight group.</p> <p>Task 1: Children presented with images of Greek and Roman military formations and descriptive statements to match up with each of the pictures. Children to match together the images with the corresponding:</p> <ul style="list-style-type: none"> ● Name of formation. ● Type of strategy ● When it is used ● How it works <p>Answers revealed on slides.</p> <p>Task 2: In books, children to annotate images of the different fighting formations of the Greeks and Romans - using the statements they have sorted in the previous task. Using a colour coded key, children to then identify the similarities and differences between the Greek and Roman military strategies.</p> <p>Main teaching continued: Use information on slides to explore the different weapons/ pieces of armour used by Roman and Greek soldiers. Children to be provided with extra information on a handout. Discuss how effective both armies' weapons were - this will provide children with the information they need to complete the next task. Also use information gained from video clip from earlier in the lesson to support.</p> <p>Task 3: Children to complete tables for Greek and Roman weapons/ armour inputting the following information:</p> <ul style="list-style-type: none"> ➤ What the weapon/armour is called. ➤ What it is used for. ➤ How effective it is (children to give it a rating out of 10) <p>Task 4: Children to complete an extended piece of writing, answering the big Q - <i>Who were the better warriors?</i> by making reference to:</p> <ul style="list-style-type: none"> ● The fighting strategies each of the armies adopted and their effectiveness. ● The weapons/armour each of the armies used and their effectiveness. <p>Children to use slides to support the structure of their answer which they will conclude by making a final judgement about who they believe to have been the better fighters.</p>	<p>handout.</p> <p>Word bank for written task.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------

<p>Anglo Saxon and Viking warfare</p> <ul style="list-style-type: none"> ● Settlement ● Society ● Conflict ● Beliefs ● Power 	<p>Big Q: Anglo Saxons vs Vikings: Who were the better warriors?</p> <ul style="list-style-type: none"> ➤ Chronology <ul style="list-style-type: none"> - examining the Anglo Saxons' and Vikings' place on a timeline in relation to other key time periods ➤ Communicating history <ul style="list-style-type: none"> - using phrases such as “years ago, a long time ago, decades ago, in AD/BC”. - using key historical terms such as <i>Danelaw, spear, battle axe, and berserkers</i>. ➤ Investigating the past <ul style="list-style-type: none"> - source analysis and enquiry depicting the effectiveness of Anglo Saxon and Viking armies ➤ Thinking like a historian <ul style="list-style-type: none"> - comparing similarities and differences between the Anglo Saxon and Viking armies. - evaluating effectiveness of the Anglo Saxon and Viking armies and making an informed judgement about who were the better fighters. 	<p>Starter: Factual recall activity. Children are given a map of the world and have to label where they think the Anglo Saxons and Vikings came from. Both were invaders. Use maps and information on the next slides to recap where they came from, when and why.</p> <p>Main teaching: Use slides to present information about the different soldiers, tactics and weapons of both the Anglo Saxons and Vikings.</p> <p>Task 1: Children given a worksheet to correspond with the information presented on the slides. Children to use this information to complete a table of similarities and differences between the Anglo Saxons and Vikings, and then give each a rating out of 10 for how effective they think they were. Question children's judgements and compare with talk partners.</p> <p>Task 2 - Source analysis: Children to read the source about Viking soldiers (Source A) and discuss with their talk partners - ‘What impression of the Vikings do you get from Source A?’</p> <p>Children repeat for Source B about Anglo Saxon soldiers but provide written responses to the questions:</p> <ol style="list-style-type: none"> 1. What does Source B suggest about how successful Anglo Saxon warriors were? <i>It suggests they were successful.</i> 2. Pick a quote from Source B which shows this. - <i>‘the sea-men fell doomed’, ‘there lay many a soldier of the men of the North, shot over shield’.</i> 3. Who wrote this Source B? <i>Anglo Saxon scribes</i> 4. Is this a fully reliable Source B? <i>Would be more likely to show the Anglo Saxons positively. Whilst they did win the battle, they may be exaggerating just how successful they were. Try not to use the word ‘biased’ as it can lead to some bad habits at KS3/4. Try to remind children that sources are often not completely accurate nor completely inaccurate. This is a really challenging concept for children to grasp.</i> 5. Is there any language in Source B which suggests it could be exaggerating the successes of the Anglo Saxons? - <i>‘struck life-long glory’</i> <p>Task 3: Children to complete an extended piece of writing, answering the big Q - <i>Who were the better warriors?</i> by making reference to:</p> <ul style="list-style-type: none"> ● The fighting strategies each of the armies adopted. ● The weapons each of the armies used and their effectiveness. <p>After discussing the above, children will conclude by making a final judgement about who they believe to have been the better fighters.</p>	<p>Timeline</p> <p>Handout with information about Anglo Saxon and Viking warfare.</p> <p>Table for students to complete with similarities and differences.</p> <p>Sources and corresponding Qs</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Religious Wars: The Crusades</p> <ul style="list-style-type: none"> ● Settlement ● Society ● Conflict ● Empire ● Beliefs ● Power 	<p>Big Q: What were the Crusades and how did they change warfare?</p> <ul style="list-style-type: none"> ➤ Chronology <ul style="list-style-type: none"> - examining the Crusades on a timeline in relation to other key time periods. ➤ Communicating History <ul style="list-style-type: none"> - using phrases such as “years ago, a long time ago, decades ago, in AD/BC”. - using key historical terms such as <i>Crusades, Muslims, Saracens</i>. ➤ Investigating the Past <ul style="list-style-type: none"> - source analysis and enquiry depicting the reasons why people went on the Crusades. ➤ Think like a historian <ul style="list-style-type: none"> - using historical knowledge to explain how the Crusades connected Europe with the Islamic World 	<p>Starter: Children presented with a blank timeline and tasked with accurately situating the early Islamic civilisation and plotting where the Crusades fit in this - dates given for the Crusades as it is yet to be covered. Discuss the placement of the Crusades in relation to other historical periods previously covered.</p> <p>Task 1: In the table, children to list as much information as they can remember about early Islamic civilisation. Headings provided to prompt: Muhammed, Baghdad, Caliphs.</p> <p>Main teaching: Using the information on the slides, introduce and explain what the Crusades were and draw their attention to the map. Children to use the map to identify how many Crusades there were and also which areas the Crusaders targeted.</p> <p>Source analysis:</p> <p>Task 2 - Children to watch the video clip and answer the questions on the Crusades shown on the slides and on their handout. https://www.youtube.com/watch?v=BSwoIsHT3BE</p> <p>Task 3 - Children to analyse the source (a speech by Pope Urban II) on trying to gain recruits to go on the Crusade. Children to discuss the answers to the following questions with their talk partner. Feedback answers as a class.</p> <ul style="list-style-type: none"> ● How much does it help us in understanding the reasons Christians went on the Crusades? ● How much can we trust its account of what happened? <p>Ask children to consider which reason they believe to have been the most important reason why people went on the Crusades. Discuss answers as a class.</p> <p>Main teaching: Use the information on the slides to explore how warfare changed over the Crusade years focussing on: the invention and use of gunpowder, advancement in castle design, the use of cavalry as a military tactic and developments in transportation.</p> <p>Task 4: Students will then use this information to write a newspaper report on how the Crusades connected Europe with the Islamic World. To do this successfully, pupils will answer the following questions:</p> <ul style="list-style-type: none"> - What the Crusades were - Where they took place - Why people went on the Crusades - The impact of the Crusades on warfare. 	<p>Timeline</p> <p>Horrible Histories Crusade Report - questions handout</p> <p>Sources on weapons and tactics during the Crusades</p> <p>Table of information on how warfare changed during the Crusades (could be given as a handout)</p> <p>Writing frames for newspaper report</p> <p>Word banks</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Modern Warfare - WW1</p> <ul style="list-style-type: none"> ● Settlement ● Society ● Conflict ● Empire ● Power 	<p>Big Q: How did warfare develop in the modern world?</p> <ul style="list-style-type: none"> ➤ Chronology <ul style="list-style-type: none"> - examining WWI's place in time in relation to the other conflicts studied in this unit ➤ Communicating history <ul style="list-style-type: none"> - using key historical vocabulary such as 'trench warfare, empire, alliances'. - use of phrases such as "years ago, a long time ago, decades ago, in AD/BC" to discuss WW1's place in time. ➤ Investigating the past <ul style="list-style-type: none"> - interpreting and analysing sources depicting the effectiveness of trench warfare and weapons used during WW1. ➤ Thinking like a historian <ul style="list-style-type: none"> - evaluating the effectiveness of the weapons and tactics used during World War One. 	<p>Examine WWI's place in time and discuss the chronology of this in relation to other key time periods taught previously.</p> <p>Starter: Children to complete a 'What I think I know and What I want to find out' table, considering what prior knowledge they already have about WW1 and how they know this as well as what they would like to find out about WW1.</p> <p>Task 1: Ask children if they know what caused WW1 and use a 'Think, pair, share activity' to gather ideas on a mind map. Children to watch video and add information to their mind map about the causes of WW1. Feedback ideas to the class and discuss, establishing that there were in fact many causes of WW1, several 'catalysts' which over time led to the break-out of the first 'World War'. At this point, a discussion could be had about what the term <i>World War</i> means and why it earned itself this name.</p> <p>Main teaching: Use the slides to explain the causes in a little more detail - touching on the Triple Alliance and Triple Entente and demonstrating where the countries involved are on a world map so that children have an understanding of the global nature of this war in comparison to conflicts previously covered. Introduce trench warfare by asking children '<i>Where and how did fighting take place in WW1?</i>' Use the sources on the ppt as a stimulus for discussion. Children to watch the video clips and take notes about where and how fighting took place.</p> <p>Task 2: Children to match the descriptions of the features of the trench with their names. Following this, children to annotate the blank image of the trench using the knowledge they have just gained.</p> <p>Task 3: Children to consider the problems caused by trench warfare by completing a source analysis of various images depicting different problems soldiers in the trenches would have encountered e.g. gas attacks, rats, shell shock, fatigue etc. Children complete a table of problems they have identified and as a challenge for more able - consider possible solutions to these problems.</p> <p>Main teaching: Explain that there were major developments in technology during World War One and that new weapons and machines changed the way that war was fought forever. The war was fought using a wide range of weapons, from land, sea and air. Look at the various types of weapons and developments in technology used during WW1 - children provided with further information on handouts/ information cards to support slides.</p>	<p>'What I think I know and What I want to find out' table</p> <p>Matching activity of trench parts with their descriptions.</p> <p>Blank image of trench for children to annotate (could be laminated for pair/group work)</p> <p>Images of problems caused by trench warfare for source work.</p> <p>Table for children to complete with problems of trench warfare and possible solutions.</p> <p>Weapons information cards/handout.</p> <p>Word bank for written task.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Task 4: Children to rate the weapons on a scale of most effective -> least effective, using information cards/handouts provided. This can be done in table groups/ in partners. Children to consider why they are giving each weapon its place in the order - what is their rationale behind this? Discuss as a class.</p> <p>Written task: Children to produce a written response to the question: <i>‘Did WW1 weapons and trench warfare make it easier for an army to attack or defend?’</i></p> <p>Use example sentences on slides/ word banks as a supportive tool.</p>	
<p>Modern Warfare - WW2</p> <ul style="list-style-type: none"> ● Settlement ● Society ● Conflict ● Empire ● Power 	<p>Big Q: How did warfare develop in the modern world?</p> <ul style="list-style-type: none"> ➤ Chronology <ul style="list-style-type: none"> - examining WWII’s place in time in relation to the other conflicts studied in this unit. ➤ Communicating history <ul style="list-style-type: none"> - use of key historical vocabulary such as ‘rationing, blitz, evacuation’. - use of phrases such as “years ago, a long time ago, decades ago, in AD/BC” to discuss WW2’s place in time. ➤ Investigating the past <ul style="list-style-type: none"> - interpreting and analysing sources depicting the impact of WW2 on civilian life e.g. photographs of the Blitz, evacuation and rationing. ➤ Thinking like a historian <ul style="list-style-type: none"> - evaluating and explaining the impact of WW2 on civilian populations, both past and present. 	<p>Examine WWII’s place in time and discuss the chronology of this in relation to other key time periods taught previously.</p> <p>Starter: Children to complete a ‘What I think I know and What I want to find out’ table, considering what prior knowledge they already have about WW2 and how they know this as well as what they would like to find out about WW2.</p> <p>Task 1: Ask children if they know what caused WW2 and use a ‘Think, pair, share activity’ to gather ideas as a class. Children to watch a video clip to gain an insight into the reasons why a second World War broke out. Discuss what we have learned.</p> <p>Main Teaching: Using information on the slides, explain the reasons why a world war broke out for a second time, checking for any prior knowledge of Hitler and the Nazi party. Explain to children that not only did WW2 have a devastating impact on those who fought on the frontline, but also on those civilians back at home. Use the slides to discuss three areas of impact in more detail: The Blitz, Evacuation and Rationing.</p> <p>Task 1) Blitz: Children to watch a video clip and analyse sources which show the effects of the Blitz. Children to put themselves in the shoes of a person living during this time and consider how they would have felt by completing a sensory mind map of what they would see, hear, smell, think, feel (physically) and feel (emotionally). Feedback as a class.</p> <p>Task 2) Evacuation: Use video clip and images to gather information about evacuation. Children could complete an inference frame to pull out facts and inferences from the sources.</p> <p>Task 3) Rationing: Children to watch video clip and take notes on rationing. Children to complete the maths challenge on rationing using the weekly allowance.</p>	<p>Timeline</p> <p>Video clips and images for source analysis</p> <p>Sensory mind map of Blitz experiences</p> <p>Rationing allowance for an adult handout</p> <p>Word banks to support with poster</p>

		<p>Main Task: Create a poster informing people of the challenges that the war has brought to civilian populations at home. To include a description of: the Blitz, Rationing, Evacuation and the challenges brought by each. *Use of self- assessment checklist to guide.</p> <p>Remembrance: Children to watch the clip and brainstorm or bullet point the reasons why WWI and WWII are still remembered in the way they are today. Children to answer the key Qs and draw upon the fact that Remembrance is not just about remembering the past, but about learning lessons from history so that we can live peacefully in the future.</p>	
<p>Assessment task</p> <ul style="list-style-type: none"> ● Settlement ● Society ● Conflict ● Empire ● Beliefs ● Power 	<p>Big Q: How has the nature and impact of conflict changed over time?</p> <ul style="list-style-type: none"> ➤ Chronology <ul style="list-style-type: none"> - using chronological understanding to order all of the historical periods covered in time. ➤ Communicating history <ul style="list-style-type: none"> - using historical terms and vocabulary to describe what conflict was like during each of the historical periods covered. - use of phrases such as “years ago, a long time ago, decades ago, in AD/BC” to discuss place in time. ➤ Investigating the past <ul style="list-style-type: none"> - explaining what historical sources tell us about changes in tactical warfare, weaponry and the impact of war over time. ➤ Thinking like a historian <ul style="list-style-type: none"> - evaluating and explaining the impact of WW2 on civilian populations, both past and present. 	<p>Chronology task - Children complete a chronology task placing all of the historical periods covered throughout the whole unit, accurately in time. This can be differentiated.</p> <p>Knowledge retrieval - Children to complete a quiz-style knowledge test to assess knowledge gained throughout the whole unit of work (approx 15 Qs)</p> <p>Extended writing task - Children will draw on their prior learning to answer the overarching big Q: <i>‘How has the nature and impact of conflict changed over time?’</i></p> <p>This piece of writing will showcase the knowledge that pupils have gained and their ability to ‘think like a historian’.</p> <p>Pupils encouraged to make links between all of the historical periods covered in their writing, using historical terms and vocabulary. They will structure their answers to pay reference to:</p> <ul style="list-style-type: none"> ● Tactics of warfare and how these have changed/ remained the same over time. ● Weaponry and their effectiveness and how this has developed/ remained the same over time. ● The impact of war and how this has changed/ remained the same over time. <p>Children to use the writing frame on the slides to help to scaffold their writing. Word banks and other aids could also be utilised to support with the use of historical terms and vocabulary.</p>	<p>Chronology task (can be differentiated)</p> <p>Knowledge retrieval quiz questions</p> <p>Word banks/ possible writing scaffolds for extended write</p>