























<p>Year Group: 5</p> <p>National Curriculum coverage:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales 	<p>Title: Conflict and Invasion</p> <p>Pre & Post Learning: Plot key events on a timeline</p>
<p>Substantive Concepts:</p> <p>Our Big Ideas (Disciplinary Knowledge)</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Significance </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Evidence </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Similarity and Difference </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Cause and Consequence </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Interpretations </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Continuity and Change </div> </div>	<p>Context: This topic follows on from the Y4 History topic on pre history and The Roman invasion, but builds on the knowledge and skills that the children gained in Y4 but continuing to develop their knowledge about the Anglo-Saxons and WW1 and WW2</p>
<p>Visits and Visitors: A member of the armed forces</p>	<p>St. Mary's Experience: Visit the local war memorial</p>
<p>Careers/preparation for adulthood:</p> <ul style="list-style-type: none">  Teacher  Museum Worker  Author or Story Writer  Filmmaker or TV Presenter  Soldier or Army Officer  Diplomat  Archaeologist  Journalist 	<p>Key People:</p> <p>Franz Ferdinand – His assassination sparked the war. Kaiser Wilhelm II – Germany's boss. King George V – Britain's king. Tsar Nicholas II – Russia's leader. David Lloyd George – Britain's Prime Minister Adolf Hitler – Germany's leader. Winston Churchill – Britain's Prime Minister Franklin D. Roosevelt – USA's president. Joseph Stalin – Soviet Union's leader. Benito Mussolini – Italy's boss.</p>
<p style="text-align: center;">Catholic Social Teaching:</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Promoting Peace</p>  <small>Daily the Dove</small> Being peacemakers </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Human Dignity</p>  <small>Luc the Deer</small> Everyone is special </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>The Common Good</p>  <small>Chikoni the Giraffe</small> Thinking of everyone </div> </div> <p>Pomoting Peace & Human Dignity - Wars show what happens when nations ignore the value of human life and fail to resolve conflicts peacefully. CST teaches that all life is sacred and we should work to prevent conflict.</p> <p>The Common Good - CST emphasizes working together and caring for others. The alliances and rivalries that escalated conflict contrast with the idea of building community and peace.</p>	<p>British Values:</p> <ul style="list-style-type: none">  Democracy - Britain fought in both wars to defend democracy  Rule of Law - WW1 began after the assassination of Archduke Franz Ferdinand and WW2 began when Germany broke international agreements by invading Poland.  Mutual Respect – countries worked closely with allies  Tolerance - The persecution of Jewish people and others under Nazi rule shows what happens when tolerance is lost. After WW2, the United Nations was created to help keep peace and protect human rights.  Individual Liberty - Britain fought to protect people's freedoms from dictatorship and control.

<p>End points (by the time pupils leave St. Mary's):</p> <ul style="list-style-type: none"> Remember significant dates from their topic and order events chronologically on a timeline Know the names and key facts about significant people from history. Be able to find out accurate information from a range of sources and recognise propaganda/biased information Describe the similarities and differences between different eras in history Describe the cause and consequence of key events in history Describe how areas of the world have changed over time Describe how ideas (society, innovations and inventions) have changed over time and their impact. 		
<p>Crucial knowledge:</p> <ul style="list-style-type: none"> Know the dates of WW1, who was fighting and where. Know that WW2, who was fighting and where. Know the events that led to WW1 and WW2 Describe the tactics of trench warfare. Know the impact of WW1 and WW2 on Britain and how it changed the face of Britain forever. 	<p>Vocabulary:</p>	
	<p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> <p>Conflict, Alliance, Invade, Treaty, Empire, Diplomacy, Tension, Civilian, Propaganda, Occupation</p>	<p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in music)</p> <p>World War 1 (WW1), World War 2 (WW2), Central Powers, Allied Powers, Assassination of Archduke Franz Ferdinand, Treaty of Versailles, Axis Powers, Blitzkrieg, Holocaust, Propaganda Posters, Armistice</p>
<p>Prior knowledge:</p> <p>Y4 (Autumn 1)</p> <ul style="list-style-type: none"> Know when the Stone Age roughly began and ended and plot it on a timeline. Know when the Bronze Age began and ended and plot it on a timeline. Know when the Iron Age began and ended and plot it on a timeline. Compare and contrast the differences between living in the Stone Age, Bronze Age and Iron Age and the modern world – homes, diet, clothing, religion, occupations Find out accurate information about a prehistoric period of history and understand how we know this <p>Y4 (Autumn 2)</p> <ul style="list-style-type: none"> Know key events during the Roman Empire –and place these events on a timeline with other periods of history they have studied. Explain why the Romans invaded Britain and the impact they had. 	<p>Future knowledge: Y6</p> <ul style="list-style-type: none"> Know the key names and dates from the Ancient Egyptian civilisation. Know about Howard Carter's discovery of the tomb of Tutankhamen. Link the end of the Egyptian civilisation to their work on the Romans in Y4. Know the key names and dates of the Ancient Greek civilisation Know the key names and dates from the Islamic Golden age Compare the difference between the religions of Ancient Egypt, Ancient Greece and Ancient Baghdad. Describe innovations and the legacy of the Ancient Egyptians (building, language, religion, farming, mummification) 	

Y5 (Autumn 1)

- Know what happened to Britain after the Romans left.
- Explain the similarities and differences Britain under Anglo Saxon rule compared to Roman rule (culture, religion, infrastructure).
- Know when and how the Vikings invaded and settled Britain
- Know that the Anglo Saxon and the Viking period ran parallel, power moved from one side to the other and about King Alfred the great.
- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history (Lindisfarne chronicles, propaganda posters in WW1 And WW2).
- Know the cause and consequence of how the Anglo-Saxon and Viking era ended with the battle of Hastings in 1066

- Describe innovations and the legacy of Ancient Greece (democracy, Olympics, theatre)
- Describe the innovations and legacy of Islamic Golden age (House of Wisdom, Al-Khwarizmi inventing algebra, hospitals and medicine)