|  |  |  |  |
| --- | --- | --- | --- |
| **Substantive knowledge**  Our curriculum supports pupils to:   * Understand concepts * Acquire and apply knowledge * Develop vocabulary   **KS2 – Tier 3** | | | **Disciplinary knowledge**  Our curriculum supports pupils to:   * Interpret information and sources * Understand chronology, continuity and change * Present, organise and communicate |
| **Key themes** | **Conflict** | **Achievement** | **Power** |
| **Cycle A** | **WW1 (focus) and WW2**  Accessing Prior Knowledge:  **What do you know about Remembrance Sunday?**  **What do you know about WW1?**  (Possible prior learning – WW1 Remembrance) | **19th + 20th Century achievements**  Accessing Prior Knowledge:  **Which periods in history have shown the greatest change/most rapid growth?**  **Which groups of people that you have previously studied have influenced our modern way of life? What has been their legacy?**  (Possible prior learning – Ancient Greece, Roman Empire, Islam, Industrial revolution) | **British Monarchy**  Accessing Prior Knowledge:  **What do you know about British monarchs prior to Queen Victoria?**  (Prior learning – Monarchy thread)  **What do you know about different power structures such as those used in Ancient Greece and the Roman Empire?**  (Possible prior learning – Ancient Greece and Roman Empire)  **Shang Dynasty**  Accessing Prior Knowledge  **What do you know about different power structures such as those used in Ancient Greece and the Roman Empire?**  (Possible prior learning – Ancient Greece and Roman Empire) |
| Acquiring Subject Knowledge:  **WW1**   * Early 19th century many European countries (inc GB) colonised parts of Africa and Asia – therefore powerful. * Germany did not do this – therefore less powerful, began to build military power. * Countries made alliances (Triple Alliance) leading to distrust across Europe. * Assassination of Archduke Ferdinand led to WW1 * Trench warfare * Homefront – rationing, women’s role in the war effort.   **WW2**   * Adolf Hitler – Chanceller of Germany and leader of Nazi Party. * Germany had sanctions imposed on them after WW1 and had to sign the treaty of Versialles. | Acquiring Subject Knowledge:  **19th Century**   * The industrial revolution began in most western countries. * An era of rapidly accelerating scientific discovery and invention. * Science, technology and medicine advanced and improved life for people. * Main form of transportation – horse and carriage until steam locomotives in the latter half of century   **20th Century**   * Emmeline Pankhurst organised the suffragette movement – helping women win the right to vote in the UK * Millicent Fawcett – suffrage movement * Key differences between two groups – use of force, arrests, force feeding. * Outcome after WW1 – change in law to allow some women to vote. | Acquiring Subject Knowledge:  **British Monarchy**   * Britain has had a monarchy for almost 1,200 years * King John I, reigned 17 years from 1199 – labelled ‘worst English King’ ruled so people feared him * Barons turned against him causing civil war and leading to the signing of the Magna Carta * Henry VIII ruled for nearly 40 years (part of Tudor dynasty) * Made up his own laws to get his own way – divorce - responsible for a bitter feud between Catholics and Protestants. * Queen Mary Tudor – ordered 300 protestants to be burnt at the stake. * Charles I – caused a civil war in England, accused of treason, beheaded – no monarchy in England governed by parliament. * Charles III has very little power – now have elected government and parliament (democracy) * Today the monarch represents Britain as a figure head only.   **Shang Dynasty**   * 1600 BC Shang Dynasty begins (King Cheng Tang)Lasts nearly 600 years. * Shang’s Social Hierarchy   King, Government, Craftsmen, Merchants, Farmers, Slaves.  Rule passed from brother to brother. |
|  | **Case Study – Changing role of women**   * Suffragette movement * Impact of WW1 * Change of law post WW1 | **Case Study – Decade of 20th Century**   * Key achievements from their decade in music, science, technology, dance. | **Case Study – British Monarchs**   * Changing face of the monarchy from King John I to Charles III |
|  | Applying Essential Knowledge:  Explain the impact of 20th century conflict (WW1) on the people of Britain both during and after the war. | Applying Essential Knowledge:  Describe some of the main achievements and advances of the 19th and 20th centuries. Why do you believe these to be important? | Applying Essential Knowledge:  Explain how the role of the British monarch changed over 1,200 years in terms of their power. Compare and contrast this power with power in the Shang Dynasty. |
| Additional Vocabulary | **WW1 and WW2**  assassination  allies  armistice  rationing  trenches  sanctions  treaty  invasion | **19th/20th Century achievements**  Industrial Revolution suffragette  activist  culture  patent | **Changing power**  Monarch,  symbolise unity,  head of state,  Prime Minister,  MPs,  house of commons  House of lords  Citizens  barons  Civil war  Tudor dynasty  magna carta  democracy  social hierarchy |
| **Key Themes** | **Conflict** | **Achievement** | **Power** |
| **Cycle B** | **WW1 and WW2 (focus)**  Accessing Prior Knowledge:  **What do you know about Remembrance Sunday?**  **What do you know about WW1?**  (Possible prior learning – WW1 Tier 3 Cycle A, Remembrance) | **19th + 20th Century achievements**  Accessing Prior Knowledge:  **Which periods in history have shown the greatest change/most rapid growth?**  **Which groups of people that you have previously studied have influenced our modern way of life? What has been their legacy?**  (Possible prior learning – Ancient Greece, Roman Empire, Islam, Industrial revolution) | **Shang Dynasty**  Accessing Prior Knowledge  **What do you know about different power structures such as those used in Ancient Greece and the Roman Empire?**  (Possible prior learning – Ancient Greece and Roman Empire)  **British Monarchy**  Accessing Prior Knowledge:  **What do you know about British monarchs prior to Queen Victoria?**  (Prior learning – Monarchy thread)  **What do you know about different power structures such as those used in Ancient Greece and the Roman Empire?**  (Possible prior learning – Ancient Greece and Roman Empire) |
| Acquiring Subject Knowledge:  **WW1**   * Early 19th century many European countries (inc GB) colonised parts of Africa and Asia – therefore powerful. * Germany did not do this – therefore less powerful, began to build military power. * Countries made alliances (Triple Alliance) leading to distrust across Europe and ultimately WW1.   **WW2 (focus)**   * Adolf Hitler – Chanceller of Germany and leader of Nazi Party. * Germany had sanctions imposed on them after WW1 and had to sign the treaty of Versialles. * Hitler invaded Czechoslavakia; he was warned to not invade Poland. Hitler went against this and invaded Poland 1939. * Neville Chamberlain – UK Prime Minister 1937 – 1940 (infamous for failed attempts to satisy Hitler’s demands prior to WW2) * The Battle of Britain and The Blitz began in July 1940 where Germany launched air attacks * Winston Churchill – UK Prime Minister, 1940 – 1945 (and again 1951 – 1955) * Franklin D. Roosevelt – US President same length : took US into the war following the  Pearl Harbour attacks in 1941 * Victory in Europe Day 8th May (Germany surrended the day before) * Rationing began in January 1940 in the UK and didn’t end until July 1954 (9 years after the war) * United Nations was formed when WW2 ended and NHS 3 years later | Acquiring Subject Knowledge:  **19th Century**   * The industrial revolution began in most western countries. * An era of rapidly accelerating scientific discovery and invention. * Main form of transportation – horse and carriage until steam locomotives in the latter half of century   **20th Century**   * Britain was one of the central countries for world trade * Emmeline Pankhurst organised the suffragette movement – helping women win the right to vote in the UK * Dramatic enhancement in health and education * Transportation significantly developed (motor cars, planes, cruise ships) and opened up the world to working class people | Acquiring Subject Knowledge:  **Shang Dynasty**   * 1600 BC Shang Dynasty begins (King Cheng Tang) * Shang’s Social Hierarchy   King, Government, Craftsmen, Merchants, Farmers, Slaves.  Rule passed from brother to brother   * Known for their advances in maths, astronomy, artwork and military technology.   .  **British Monarchy**   * Britain has had a monarchy for almost 1,200 years (not all have been positive) * King John I, reigned 17 years from 1199 – labelled ‘worst English King’ ruled so people feared him * Barons turned against him causing civil war and leading to the signing of the Magna Carta * Charles I – caused a civil war in England, accused of treason, beheaded – no monarchy in England governed by parliament. * Today the monarch represents Britain as a figure head only. |
|  | **Case Study –**   * The Battle of Britain and The Blitz   Impact on home front (40,000 civilian deaths compared to 2,000 in WW1). | **Case study – Medical Advances**   * Cholera – John Snow * Anaesthetics – James Simpson | **Case Study – Shang Hierarchy**   * Social hierarchy – who held the power? |
|  | Applying Essential Knowledge:  Explain the impact of 20th century conflict (WW2) on the people of Britain both during and after the war. | Applying Essential Knowledge:  Describe some of the main achievements and advances of the 19th and 20th centuries. Why do you believe these to be important? | Applying Essential Knowledge:  Compare and contrast power within the Shang Dynasty with how the power of the British monarchy changed over 1,200 years. |
| Additional Vocabulary | **WW1 and WW2**  axis  allies  black out  evacuee  rationing  holocaust concentration camps  sanctions  treaty  invasion  prejudice stereotypes declaration | **19th/20th Century achievements**  Industrial Revolution suffragette  activist  advances immigration  global trade  culture  patent | **Changing Power**  Monarch,  symbolise unity,  head of state,  Prime Minister,  MPs,  house of commons  House of lords  Citizens  barons  Civil war  Tudor dynasty  magna carta  democracy  social hierarchy |
| Impact evidence:   * Pupil knowledge * Class floor books * Displays * English books | | | |

(Possible prior learning – Ancient Greece, Industrial Revolution, Roman Empire)

**Early Islamic Civilisation** Summer term case study – Early Islamic Civilisation

Accessing Prior Knowledge:

**Which periods in history saw rapid growth in terms of discovery and exploration?**

Acquiring Subject Knowledge:

* Early Islamic civilisation 750 – 1300 CE
* Scientific approach to medicine in comparison to that of medieval Europe (illness was a punishment from God)
* Islamic advances formed basis of modern medicine today – antiseptic, anaesthetic, surgical instruments, pharmacies.
* Founded the first hospitals (5 public hospitals by AD1000)
* Early Islamic scholars recognised the idea of contagious diseases – link to Ind Rev and Pasteur’s germ theory.

Applying Essential Knowledge:

Compare and contrast advances in medicine during the Early Islamic civilisation and the Industrial Revolution.