

	Term 1	Term 2	Term 3
Unit of work	WWII (Local Study)	Protests	Crime and Punishment
Link to Programme of study	A local History study – a study of an aspect of history dating from a period beyond 1066 that is significant in the locality	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - Significant turning points in British history + Changes in social history	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Changes in social history
Composite knowledge	<p>How was Enfield affected by WW2? Key Concept: Cause and Consequence)</p> <p>1. Where does WWII fit chronologically with British topics we have studied? Key Concept: Understanding chronology</p> <p>2. What led to the outbreak of war in September 1939? Key concept: Cause and Consequence</p> <p>3. How do the Axis and Allies compare? Key Concept: similarity and difference</p> <p>4. What were the main events of WWII and what led to the Battle of Britain? Key Concepts: Chronology + Cause and Consequence</p> <p>5. How did the British forces win the Battle of Britain and what role did Enfield play? Key Concepts: Cause and Consequence</p> <p>6. What role did the secret listeners of Trent Park, Enfield, play in WWII? Key Concepts: Interpreting history through <u>sources or artefacts</u> + Cause and Consequence</p> <p>7. How were the people of Enfield affected by the Blitz? Key Concepts: Cause and Consequence</p> <p>8. How were the people of Enfield affected by the Blitz? Key Concept: Interpreting history through sources</p>	<p>How have protests from British history impacted modern day Britain? Key Concept: Continuity and Change</p> <p>1. Where do the protests stories we will be studying fit chronologically? (creating title page) Key Concept: Understanding chronology</p> <p>2. How did Magna Carta impact modern day Britain? Key Concept: Cause and Consequence</p> <p>3. How did the Peasants' Revolt impact modern day Britain? Key concept: Cause and Consequence</p> <p>4. How did the Suffragette Movement impact modern day Britain? (2 lessons) Key concept: Cause and Consequence</p> <p>5. Why was the Bristol Bus Boycott significant in British history? Key concept: Significance</p> <p>6. What events triggered the Iraq March? What were the main causes of the Afghanistan war? Key concept: Cause and consequence</p> <p>7. What can sources tell us about the British citizens’ response to the Afghanistan and Iraq war? Key concept: Interpreting history through sources</p> <p>8. Answer Disciplinary Question (over two lessons)</p> <p>1215 King John and Magma Carta</p>	<p>How has crime and punishment changed over the last 1000 years? Key Concept: Continuity and Change</p> <p>The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods: <u>The Roman Legacy</u> <u>Anglo-Saxon Laws and Justice</u> <u>The Torturing Tudors!</u> <u>The Highway Man: Hero or Villain?</u> - finding out about Dick Turpin through studying various historical sources from the 18th and 19th century. <u>Victorian Prisons</u> <u>Through the Ages</u> Note connections, contrasts and trends over time and develop the appropriate use of historical terms by bringing together and evaluating knowledge gained of the history of crime and punishment in Britain since the Roman period and comparing this with modern-day Britain.</p> <p>Substantive Concepts: Civilisation (9) Ruler (12) Empire (7) Invasion and Conquest (7) Achievements (16) Cultural change (15)</p>

9. What can propaganda teach us about life in Britain during WW2?

Key Concept: Interpreting history through sources

10. Answer Disciplinary Question (over two lessons)

Focus on WW2 (local study)

-Enfield's factories switched to producing military equipment and supplies for the British war effort.

-During the Battle of Britain in 1940, two German planes were shot down in Enfield

-The Blitz began, where major British towns and cities such as Enfield were targeted

-Italian prison of war camp at Bullsmoor Lane.

-German prisoner of war camp at Trent Park - The Secret Listeners learnt of an attack planned in Somerset and they were able to stop it.

-German submarines and aircraft targeting the supply ships - the Government had to cut down the amount of food it brought in from abroad. Residents of Enfield were issued with an identity card and ration book

-Many children of Edmonton were evacuated and sent to the countryside

-The building of bomb shelters in Enfield, such as Anderson shelters and Morrison shelters (two large public bomb shelters still exist today in Enfield: one in the grounds of Millfield House

In Enfield, women:

-worked in all the local factories

-took over postal deliveries

-replaced male staff in local libraries

-helped run the British Restaurants and information centres

1381 The Peasants' Revolt

1700s – 1807 - The abolition of the slave trade in Britain

1800-1928 Women's struggle for the right to vote
The Bristol Boycott

-Afghanistan War/Iraq March 2003

Substantive Concepts:

Civilisation (12) Ruler (15) Empire (10) Invasion and Conquest (10) Achievements (19) Cultural change (18)

	<p>-drove ambulances -undertook Air Raid Precaution (ARP) duties and joined searchlights.</p> <p>Most men in Enfield became soldiers (some men were kept at home so they could continue working in key roles)</p> <p>Propaganda posters and Public Service Announcements</p> <p>Substantive Concepts: Civilisation (10) Ruler (13) Empire (8) Invasion and Conquest (8) Achievements (17) Cultural change (16)</p>		
<p>Intentional knowledge they need to understand (Component knowledge)</p>	<p>Understanding Chronology: Prior to 1939: Why Hitler gained support and situation in Germany 1939: Germany invaded Poland/Britain and France declared war on Germany 1940: Dunkirk (Linked to Now or Never text) 1941: The USA entered the war 1942: Mass killings began at Auschwitz 1944: D-Day: allied invasion of France 1945: Germany surrendered 1945: Japan surrendered after the USA dropped two atomic bombs</p> <p>Similarity, difference and significance: Hitler, Churchill, Anne Frank</p> <p>Interpreting History through Sources/Artefacts: Photos (weaponry, battleships, sig. people...) Videos (campaigns, propaganda, rallies...) Posters Ration books Museum tours (imperial war museums...) Maps</p>	<p>Understanding Chronology: Events taught placed on a timeline 1066 – Present</p> <p>Interpreting History through Sources/Artefacts: Similarity, difference and significance: - How have protests changed through the ages?</p> <p>Cause and Consequence: Cause and consequence of each protest</p> <p>Continuity and Change: What kind of historical development are you focusing on (e.g. social, religious, political, economic, cultural, etc.)? What was the situation like before this occurred? What was clearly different after this occurred? What were the direct causes of the changes? What were the reasons that some things remained the same?</p> <p>1215 King John and Magma Carta</p> <ul style="list-style-type: none"> King John ruled England at a difficult time. He faced wars with France, a shortage of 	<p>Understanding Chronology: Timeline- To place events on a timeline, noting connections with previous learning</p> <p>Interpreting History through Sources/Artefacts:</p> <p>Similarity Difference & significance:</p> <p>Continuity and Change: How has crime and punishment changed over the last 1000 years?</p> <p>Cause and Consequence:</p>

	<p>Evacuee suitcase and gas mask</p> <p>Cause and Consequence:</p> <ul style="list-style-type: none"> - What was the link from WWI to WWII - Countries involved - Impact of the war: evacuation/holocaust/atomic bomb/number killed/rationing <p>Continuity and Change:</p> <p>Migration Evacuation Concentration camps</p>	<p>money and clashes with powerful English barons.</p> <ul style="list-style-type: none"> • The barons became increasingly angry with John and eventually forced him to agree to changes in how England worked, written down in the Magna Carta. • The Magna Carta is seen as the basis of many English laws and helped to influence the US constitution, which was written over 500 years later. <p>1381 The Peasants' Revolt</p> <ul style="list-style-type: none"> • In 1381, peasants rebelled against King Richard II. • The peasants were angry about a range of issues, such as low pay and the introduction of a poll tax. They demanded changes were made. • The revolt did not achieve all of the peasants' aims and the leader, Wat Tyler, was killed. In the longer term, there were some changes and improvements to peasants' rights. <p>1700s – 1807 - The abolition of the slave trade in Britain</p> <ul style="list-style-type: none"> • From the 1770s in Britain, a movement developed to bring the slave trade to an end. This is known as the abolitionist movement. • The work of politicians, ordinary workers, women and the testimonies of formerly enslaved people all contributed • to the British abolitionist movement. • In 1807, the British Parliament passed the Abolition of the Slave Trade Act. This ended the buying and selling of enslaved 	
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		<p>people within the British Empire, but it did not protect those already enslaved. Many enslavers continued to trade illegally.</p> <ul style="list-style-type: none"> • Hundreds of thousands of people remained enslaved. It took a further 30 years of campaigning before slavery was abolished in most British colonies. <p>1800-1928 Women’s struggle for the right to vote</p> <ul style="list-style-type: none"> • At the start of the 1800s, women in Britain didn’t have the right to vote. They also had very little legal protection and few rights to education or work. • By the end of the 1800s there was growing support for the campaign for women’s right to vote. • Two main campaign groups emerged, the Suffragists (NUWSS) and the Suffragettes (WSPU). <p>Equal Franchise Act of 1928 that women over 21 were able to vote and women finally achieved the same voting rights as men.</p>	
<p>National Curriculum KS2 (skills)</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> ➢ Continue to develop a chronologically secure knowledge & understanding of British, local & world history ➢ Address and sometimes devise historically valid questions about change, cause, similarity & difference, and significance ➢ Develop the appropriate use of historical terms Note connections, contrasts and trends over time ➢ Establish clear narratives within and across periods studied ➢ Construct informed responses by selecting and organising relevant historical information ➢ Understand how knowledge of the past is constructed from a range of sources <p>Understand that different versions of the past may exist giving some reasons for this</p>		
<p>vocabulary</p>	<p>official announcement, displace, dispute, rationing, resources, evacuation, propaganda, migration</p>		
<p>Links to prior knowledge</p>	<p>Place war on timeline in relation to their other historical knowledge.</p>	<p>Place protests on timeline in relation to their other historical knowledge.</p>	<p>Place periods on a timeline</p>

	<p>Make connections to previously learnt conflict such as Romans and Vikings (invasions, weaponry, warfare tactics and impact on society) <i>(What other conflicts have you learnt about?)</i></p>		
<p>Key knowledge for assessment</p>	<p>How was Enfield affected by WW2?</p> <p>Where does WWII fit chronologically with British topics we have studied?</p> <p>What led to the outbreak of war in September 1939?</p> <p>How do the Axis and Allies compare?</p> <p>What were the main events of WWII and what led to the Battle of Britain?</p> <p>How did the British forces win the Battle of Britain and what role did Enfield play?</p> <p>What role did the secret listeners of Trent Park, Enfield, play in WWII?</p> <p>How were the people of Enfield affected by the Blitz?</p> <p>8. How were the people of Enfield affected by the Blitz?</p> <p>9. What can propaganda teach us about life in Britain during WW2?</p> <p>When did WW2 start? Why did it start? Who were the key players? What was the impact on society at the time? What was the legacy? (collapse of the British Empire gradually gave way to the commonwealth)</p> <p>What are the key events of WW2? Why did the conflicts begin? Who were the allies? Who were the axis?</p>	<p>How have protests from British history impacted modern day Britain? (Cause and Consequence)</p> <p>Where do the protests stories we will be studying fit chronologically?</p> <p>How did Magna Carta impact modern day Britain? 1215 King John and Magna Carta</p> <p>How did the Peasants' Revolt impact modern day Britain? 1381 The Peasants' Revolt</p> <p>How did the Suffragette Movement impact modern day Britain? (2 lessons) 1800-1928 Women's struggle for the right to vote</p> <p>Why was the Bristol Bus Boycott significant in British history? The Bristol Boycott</p> <p>What events triggered the Iraq March? What were the main causes of the Afghanistan war? Afghanistan War/Iraq March 2003</p> <p>What can sources tell us about the British citizens' response to the Afghanistan and Iraq war?</p>	<p>How has crime and punishment changed over the last 1000 years?</p> <p>Timeline – to have a chronological awareness of crime and punishment</p> <p>Talk about some of the key facts about punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times.</p> <p>Recall key facts about the life of Dick Turpin and talk about differences in how he is portrayed in various historical sources.</p> <p>Explain their understanding of the different experiences of people who may have committed crimes according to their status in society e.g. a slave compared with a noble during the Roman period.</p> <p>Talk about and compare the punishments that were used during the Roman, AngloSaxon, Tudor and Victorian times and give some reasons for them.</p> <p>Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour</p>

			<p>Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin.</p> <p>Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day</p>
Cross-curricular links	<p>Literacy- Core books: Good night Mr Tom, Once and Then</p> <p>Geography- Understanding of the world/maps/maps of local area</p> <p>Art- propaganda photos/posters/videos</p> <p>D&T – Anderson shelters</p>	Geography – Where protests took place	ICT – Research
Oracy & Outdoor Learning Links	<ul style="list-style-type: none"> - Outdoor fact runs and timeline - Oracy discussion: How was Enfield affected by WW2? - Talking in trios/ group work collaboration 	<ul style="list-style-type: none"> - Outdoor fact runs and timeline - Oracy discussion: How have protests from British history impacted modern day Britain? - Talking in trios/ group work collaboration 	<p>-Timeline (outdoor)</p> <p>Oracy – Discuss: How has crime and punishment changed over the last 1000 years?</p>