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| World History Core Subject: Year 5 | | |
| National Curriculum: Pupils should be taught about: | | |
| * Events beyond living memory that are significant nationally or globally * The lives of significant individuals in the past who have contributed to national and international achievements. * Some should be used to compare aspects of life in different periods * Significant historical events and places in their own locality. | | |
| Historical Era: | Post War Britain | |
| Specific Focus: | Childhood Experiences (Improvements in education, housing and healthcare –protection in law | |
| Project Question: | How did life change for children as a result of World War 2? | |
| Key Themes | Childhood Children’s Rights Health Housing Education War | |
| Declarative Knowledge: | | Procedural Knowledge |
| **General**   * **Know** history is the study of the past (events that have already happened) * **Know** BCE – Before the Common Era is a secular term(religiously neutral term) * **Know** CE –Common Era is a secular term (religiously neutral terms) * **Know** the historical time line is divided into historical eras (centuries, reigns, economic systems etc.). * **Know** key facts aboutsignificant events and people on the chronological time line in the context of the local area, United Kingdom and wider world   **Specific War Time Chronology**   * **Know** the dates Britain became involved in the conflict and why * **Know** cities were a target for bombing * **Know** children were evacuated for safety and were alienated from their families * **Know** many children lost their homes and families due to the bombings of cities * **Know** many children lost parents due to bombing and participation in the military services * **Know** many children had their education disrupted due to evacuation and displacement   **Specific Post War Themes**   * **Know** ‘The United Nations Convention on the Rights of the Child’ **(UNCRC)** is an international human rights treaty that recognises and protects the human rights of children. It was unanimously adopted by the UN General Assembly in 1989 and is the most widely ratified international human rights instrument. **(Article 42 UNCRC)** * **Know** post-war Britain **Prefabs** (prefabricated homes) were a major part of the delivery plan to address the United Kingdom's post–Second World War housing shortage. They were envisaged by war-time prime minister Winston Churchill in March 1944, and legally outlined in the Housing (Temporary Accommodation) Act 1944. (Article 27 UNCRC) * K**now** the education system was overhauled in postwar Britain to remove inequalities in education (**Article 28 UNCRC)** * Know in 1942, a civil servant named William Beveridge produced a report, **the Beveridge Report**, which identified five evil giants - want, disease, ignorance, squalor and idleness. In identifying disease as a barrier to progress, he proposed a free national health service. **(Article 24 UNCRC)** | | **Generic**   * **To be able** to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. * **To be able** to select and organise key historical information when researching a question in a historical period. * **To be able** to use knowledge derived from a range of historical sources to construct and establish a clear historical narrative. * They should understand how our knowledge of the past is constructed from a range of sources. * They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. * **To be able** to contextualise historical eras on the historical time line. * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.   **Specific**   * **To be able** to place pre-war, world war 2 and post war Britain on the historical time line * **To be able** to select and organise key historical information when researching historical questions about the period * **To be able** to establish a historical narrative about events and themes in the pre and post war periods and during the war years |
| Cross Curricular Links |
| PSCHE (United Nations Convention of the Rights of the Child  **N.B Children do not negotiate their rights for responsibilities. They are inalienable rights as opposed to a social contract** |
| Historical Vocabulary (Non exhaustive) | | |
| War, blitz, (Holocaust –displaced children-United Nations Conventions of the Rights of the Chold) Jewish, Allies, Axis ,Chronological ,Timeline, Artefacts, Invade, Prejudice, Nazi, Primary sources, Secondary sources, Blitzkrieg, Education, Housing, Health Care, United Nations Convention of the Rights of the Child, Education Acts, Housing Acts, National Health Service, William Beverage, British Values. Democracy, Rule of Law, Respect, Tolerance, five evil giants - want, disease, ignorance, squalor and idleness. In identifying disease | | |
| Prior Learning | Historical Skills | Future Learning |
| EYFS  Year 1   * Battle of Hastings (Invasion)   Year 2   * The Great Fire of London   Year 3   * The Vikings (Invasion)   Year 4   * The Tudors | * Ask historically valid questions. * Develop critical thinking – question the historical narratives * Evaluate the difference and significance between Primary and Secondary Sources * Identify historical themes * Evaluate primary sources as historical evidence * Evaluate secondary sources as constructed narratives drawn from primary sources * Construct an **objective** historical narratives draw from a range of evidence | * Year 6 Ancient Greece (Democracy) |
| Historical Writing |
| Begin to organise, group and present findings in short paragraphs with headings in order to structure responses to historical questions. This includes   * Independently plan, organise, group and present findings in short paragraphs with increasing precision. Focus on using historical vocabulary and terms. * Independently organise historical material to write a non-chronological report using a wide range of evidence. * Independently organise historical material to write detailed historical recounts about key events in history in chronological order. * Write detailed biography about a key historical figure. Themed and/or chronologically using biographical conventions from a wide range of sources. * Write detailed historical report identifying continuity and change over time about a given historical theme drawn from a range of evidence. * Write persuasive arguments based upon a wide range of historical evidence. |
| Local Connections | Museums | |