

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History	Year: Phase 3 - Year B
<p>NC/PoS: Conflicts through time</p> <ul style="list-style-type: none"><li>• Changes in Britain from the Stone Age to the Iron Age</li><li>• The Roman Empire and its impact on Britain</li><li>• Britain's settlement by Anglo-Saxons and Scots</li><li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li><li>• A local history study</li><li>• <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></li><li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li><li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li><li>• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130</li></ul>	
<p>Prior Learning (what pupils already know and can do)</p> <ul style="list-style-type: none"><li>• Can locate European countries Greece, Spain, France, Russia, Italy, Germany, Norway, Switzerland, Poland on a map – LKS2 geography unit</li><li>• Know democracy means the government is run by the people (adults vote) LKS2</li><li>• Know 'invasion' means an aggressive act to try and take control (with an army)</li></ul>	
<p>End Points (what pupils MUST know and remember)</p> <ul style="list-style-type: none"><li>• Explain why World War I started, including the assassination of Archduke Franz Ferdinand.</li><li>• Describe what life was like for soldiers in the trenches and how people at home helped the war effort.</li><li>• Recognise the significance of key individuals, such as Walter Tull and Edith Cavell.</li><li>• Understand how WWI ended and how it is remembered today, especially in places like Victoria Park, Widnes.</li><li>• Know how Widnes contributed to the war through industry and local soldiers who served.</li></ul>	
<p>Key Vocabulary</p> <p>invasion, invade, causes, justification, assassination, military, political, society, allies, truce, armistice, treaty, economic, allies, dictatorship, democracy, propaganda, bias, evacuation, rationing, the war effort, nuclear bomb, surrender, humanitarian</p>	
<p>Enquiry question: <b><u>What were the causes of WWI and WWII?</u></b></p>	
<p>Session 1:</p> <p><b>Chronological knowledge</b> - Review prior learning and place chronology of units already learnt.</p> <p><b>What caused World War I?</b></p> <ul style="list-style-type: none"><li>• Examine the long- and short-term causes, especially the assassination of Archduke Franz Ferdinand.</li><li>• <b>Map work:</b> Locate countries involved.</li><li>• Understand alliances and why Britain joined the war.</li></ul>	

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### Key Facts:

- WWI began in 1914 after Archduke Franz Ferdinand of Austria was assassinated.
- Britain joined the war because Germany invaded Belgium, a neutral country.
- The war was fought between the Allies (including Britain, France, Russia) and the Central Powers (Germany, Austria-Hungary).
- Long-term causes included alliances, militarism, imperial competition, and nationalism.

**Key Vocabulary:** assassination, alliance, empire, nationalism, conflict, military, political, Europe

### Session 2: Who were the significant people during WWI?

- Review Walter Tull (first black British officer) and Edith Cavell. (Phase 1)
- Understand their roles and sacrifices in the war.
- Link to local remembrance—explore any Widnes memorials.

**Key Vocabulary:** heroism, officer, bravery, enlistment, casualty, sacrifice, memorial

### Key Facts:

- **Walter Tull** was the first Black British Army officer to lead troops in battle.
- **Edith Cavell** was a British nurse executed for helping Allied soldiers escape from German-occupied Belgium.
- **King George V** was the British monarch during WWI.
- Local men from Widnes joined the war; some are remembered on local memorials like in Victoria Park.

### Session 3: What was life like for soldiers during WWI?

- Explore trench warfare and letters from the front.
- Optional: local connection to soldiers from Widnes.
- Understand the importance of Armistice Day.

**Key Vocabulary:** trenches, no man's land, rations, shell shock, front line, bayonet, camouflage

### Key Facts:

- Soldiers lived in trenches for weeks at a time in terrible conditions.
- "No man's land" was the deadly space between enemy trenches.
- Many soldiers suffered from trench foot and shell shock.

**Session 4: What was life like on the Home Front?**

- Look at the roles of women and children during the war.
- Local wartime economy: Widnes chemical industry contribution.
- Explore the impact on daily life

**Key Vocabulary:** munitions, factory, recruitment, volunteers, Home Front, rationing, war effort

**Key Facts:**

- Women worked in munitions factories to replace men who had gone to war.
- Widnes' chemical factories contributed to the production of explosives.
- Children helped by collecting scrap metal and growing food.
- Rationing and shortages affected daily life across Britain.

**Session 5: How did WWI end and what were the consequences?**

- Learn about the Treaty of Versailles.
- Understand how WWI led to political instability in Europe.

**Key Vocabulary:** armistice, treaty, reparations, League of Nations, truce, surrender

**Key Facts:**

- The war ended on 11th November 1918 (Armistice Day).
- The **Treaty of Versailles** blamed Germany and forced it to pay reparations.
- Many believed the treaty was too harsh and helped cause WWII.
- The League of Nations was created to try to prevent future wars.

**Session 6: How do we remember World War I today?**

- Visit or study local war memorials (e.g., Victoria Park Cenotaph in Widnes).
- Discuss Remembrance Day and the role of poppies.
- Option for creative writing or poetry based on reflection

**Key Vocabulary:** remembrance, cenotaph, wreath, poppy, silence, legacy

**Key Facts:**

- Remembrance Day is marked on 11th November each year.
- Red poppies symbolise remembrance of those who died.
- War memorials in Widnes list names of local soldiers who died.
- Victoria Park has a large cenotaph commemorating WWI and WWII.

Future learning this content supports:

- Ideas, political power, industry and empire: Britain, 1745-1901 KS3
- Challenges for Britain, Europe and the wider world 1901 to the present day KS3