



History Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- 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

Overview of History Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1			Old & New Toys		Famous People	
Year 2	Rosa Parks & other Significant People		<i>Great Fire of Landon taught through English</i>		Victorians	
Year 3	Stone Age		Ancient Greece		Samuel Crompton – Local Study	
Year 4			Romans		Ancient Egypt	
Year 5	Anglo-Saxons				Mayan Civilization <i>Slavery taught through English</i>	
Year 6	Vikings				World War 2	



EYFS - Understanding of the World	
3 & 4 Year Olds	<ul style="list-style-type: none">• I can talk about my life.
Reception	<ul style="list-style-type: none">• I can talk about familiar events that have happened in the past.• I can compare characters and how their lives have changed.
Early Learning Goals	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.• Comment on images of familiar situations in the past.• Children talk about past and present events in their own lives and in the lives of family members• I can talk about the lives of the people around me and their roles in society;• I can talk about time changes in books and how they are the same and different based on books I have read in class;• I understand the past through settings, characters and events encountered in books read in class and storytelling;

Term:	Y1 – Spring	Key Text(s):	
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Unit Title:	<p>Old & New Toys</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand how the appearance of toys has changed since Victorian times 2. Understand that the materials toys are made out of has changed since Victorian times. <p>This unit studies the changes in toys over time. It looks at how toys have improved people’s lives throughout history. It will teach children how the materials used to make toys have changed over time.</p> <p>The unit will move through different periods of time from wooden toys in the Victorian times to today’s technology and digital era. It will be built on ‘past & present’ knowledge from Reception and embed this vocabulary and understanding. There will be links to the Victorian era which is taught in Year 2 and it will support the teaching of Samuel Crompton – a local study – in Year 3. Children will use the knowledge learnt in this unit to have a better understanding of developments in technology in Ancient Greece (Year 3), Romans (Year 4) and Ancient Egypt (Year 4).</p> <p>End of Unit Outcome: Timeline – History of Toys</p>
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Key Concepts for the Unit:
Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	<ul style="list-style-type: none"> • Talk about things that happened when they were younger. • Recognise differences between life now and life 	<ul style="list-style-type: none"> • Understand that technology is main differences between old and new objects. • Compare toys from the past and present and explain their 	<ul style="list-style-type: none"> • Ask and answer questions about old and new objects. • Use photos as a source – past and present toys (in context) 	<ul style="list-style-type: none"> • In most schools children used pen and ink to write known as a pen and nib



	<p>when their grandparents were young</p> <ul style="list-style-type: none">• Put 3 objects into chronological order (chalkboard, whiteboard, iPad)• State whether the following toys are past, present or both.	<p>preference e.g board game vs tablet</p> <ul style="list-style-type: none">• Compare life for their grandparents to life today and explain their preference e.g letters vs text• Explain why certain objects were different in the past, e.g. iron, music systems, televisions	<ul style="list-style-type: none">• Answer questions using artefact/ photograph provided	<ul style="list-style-type: none">• Snakes and ladders was a popular board game created in the 1960's• A blackboard was used in classrooms. Today we have interactive boards• Chalk was used by teachers in the classroom• It was rare to eat in a restaurant. Meat and veg was a popular meal• Popular TV programmes were Jackanory, the flower pot men and thunderbirds
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Term:	Y1 – Summer	Key Text(s):	 
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Unit Title:	<p>Famous People</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand that people in the past have contributed to how we live today. 2. Recognise difference and similarities from the past. <p>This unit studies significant people (men and women) from the past who have contributed to national and international achievements.</p> <p>The unit will move through different significant individuals who have had an impact on our history. This unit will focus on ‘The Beatles’ and the Queen and what they have contributed to the world we live in today. It will be built on ‘past & present’ knowledge from Reception and embed this vocabulary and understanding, including building on their knowledge of chronology. There will be links to the Victorian era which is taught in Year 2 and it will support the teaching of Samuel Crompton – a local study – in Year 3. Children will use the knowledge learnt in this unit to have a better understanding of developments in democracy in Ancient Greece (Year 3), Romans (Year 4), Ancient Egypt (Year 4) and Anglo Saxons (Year 5).</p> <p>End of Unit Outcome: Discuss how the Beatles and the Queen have been significant in history.</p>
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Key Concepts for the Unit:

Discrimination: Unfair treatment of people because of their colour, age, religion, disability or sex.

Disability: A physical or mental condition that limits a person’s movements, senses or activities.

Racism: Treating someone unfairly because of the colour of their skin.

Equality: Ensuring every individual has an equal opportunity to make the most of their lives and talents.


Chronological: Arranging something by the order of time they occurred.

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<i>Changes within living memory. Where appropriate, these should</i>	<ul style="list-style-type: none"> • Talk about things that happened when they were younger e.g. Jubilee. 	<ul style="list-style-type: none"> • Compare life for their grandparents to life today and explain their preference. 	<ul style="list-style-type: none"> • Ask and answer questions about a famous person from past and present. 	<ul style="list-style-type: none"> • A famous person is someone known by many people.



<p><i>be used to reveal aspects of change in national life</i> <i>Significant historical events, people and places in their own locality.</i></p>	<ul style="list-style-type: none">• Recognise differences between life now and life when their grandparents were young.• Use the words 'past' and 'present' as labels accurately.	<ul style="list-style-type: none">• Know that some famous people have helped our lives for the better today. e.g The Queen and some have provided entertainment – The Beatles.• Know how Jason Kenny has had a positive impact on Bolton.• Talk about an important historical event that happened in the past.	<ul style="list-style-type: none">• To use simple text to find out facts about a famous person from the past.	<ul style="list-style-type: none">• Chronological means arranging something by the order of time of which they occurred.• To know about the Queen (INCLUDE GOOD FACTS)• Britain has a Royal Family.• The Beatles were a famous pop group with 4 members from Liverpool.• Who John Lennon was.
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Term:	Y2 – Autumn	Key Text(s):	
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Unit Title:	<p>Significant People</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand inspirational people have had a huge impact on society today. 2. Understand that Rosa Parks has a positive influence on society today because she stood up for discrimination and she changed people’s views on racism. <p>This unit studies Rosa Parks and other significant people from different periods of history past who have contributed to national and international achievements.</p> <p>The unit will move through different significant individuals who have had an impact on our history. This unit will focus on Rosa Parks and other significant people who have changed history: Emily Davison, Nelson Mandela, Emily Pankhurst and Florence Nightingale. It will build on ‘Famous People’ knowledge from Year 1 and embed this vocabulary and understanding, including building on their knowledge of rights and equality. Children will use the knowledge learnt in this unit to have a better understanding of developments in discrimination and legacy in Ancient Greece (Year 3), Romans (Year 4), Ancient Egypt (Year 4) and World War 2 (Year 6).</p> <p>End of Unit Outcome: To explain how these significant people have had an impact on our society today.</p>
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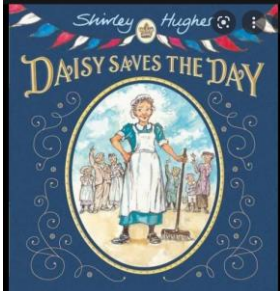
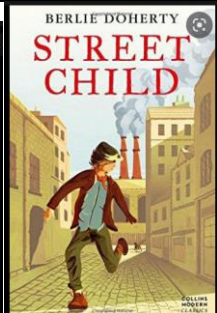
<p>Key Concepts for the Unit:</p> <p>Rights: Something that you are entitled to.</p> <p>Segregation: Enforced separation of different groups of people.</p> <p>Race: A group of people who share the same culture.</p> <p>Vote: Being able to choose what you would prefer to happen.</p> <p>Civil Rights: The rights of citizens for freedom and equality.</p> <p>Campaign: An organised plan to achieve a goal.</p>				
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NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
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<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p><i>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.</i></p>	<ul style="list-style-type: none">• Use the words past and presently to discuss accurately.• Sequence key dates within Rosa Park's life.• Place own life, parents life and Rosa Parks life on a timeline.	<ul style="list-style-type: none">• Know that children and women have rights and how these rights have changed from the past.• Describe Rosa Park's positive influence on society today explaining how she stood up for discrimination and how she changed people's views.• Show an understanding of how Rosa Parks may have felt when she stood up against discrimination.• Explain what is meant by democracy and why it is a good thing.• Explain how discrimination could look in a school context.	<ul style="list-style-type: none">• Research and answer questions about the life of Rosa Parks using texts, internet and photos to explain how she make the world a better place.• Know at least 2 ways they can find out about the past independently (books, internet, conversation)	<ul style="list-style-type: none">• Discrimination is unfair treatment of people because of their colour, gender, religion, disability.• Racism is treating someone unfairly because of the belief that their beliefs or religious beliefs are not as good as yours.• To protest is to take action to show disapproval or objection to something.• Rosa Parks fought for the rights of black people in the USA.• Nelson Mandela fought for the rights of black people in South Africa.• Emily Pankhurst was born in Manchester and spent her life fighting for women's rights.• Why Rosa Parks became so well known.• When did Rosa Parks publicly stand up to discrimination.
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Term:	Y2 – Summer	Key Text(s):	 
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Unit Title:	<p>Victorians</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that the period of Queen Victoria's reign, from 1837 until her death in 1901 was marked by sweeping progress and creativity, however ran alongside great levels of poverty. 2. Understand that it was the time of the world's first Industrial Revolution, political reform and social change. <p>This unit studies The Victorian era identifying it as a turning point in our own history when many changes began to be made. Significant changes were made that still impact on our lives and our society today: industrial, political, social and education.</p> <p>The unit will look at different aspects of the Victorian era such as the difference between rich and poor Victorians, children during this time period and industrialisation. It will build on the topics in Year 1 and embed this vocabulary and understanding, of chronology. Children will use the knowledge learnt in this unit to have a better understanding of developments in democracy, industrialisation, technology and wealth in Ancient Greece and Samuel Crompton (Year 3), Romans and Ancient Egypt (Year 4), Anglo-Saxons (Year 5) and World War 2 (Year 6).</p> <p>End of Unit Outcome: To explain how this significant period of history as impacted on our society today.</p>
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Key Concepts for the Unit:				
<p>Democracy: A way of ruling the country which allowed people to choose through voting.</p> <p>Industrialisation: The widespread development of industries which brought money and jobs.</p> <p>Wealth: Understand that money had a massive impact on how people lived their lives in the Victorian era e.g. schooling, work.</p> <p>Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.</p>				

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
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<p><i>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</i></p> <p><i>Events beyond living memory that are significant nationally or globally. Where appropriate, these should be used to reveal aspects of change in national life.</i></p>	<ul style="list-style-type: none">• Use words and phrases like: before I was born, when I was younger.• Use the words 'past' and 'present' accurately.• Sequence key events during the Victorian period in chronological order.• Place own life, parents life, and Victorian Period on a timeline.	<ul style="list-style-type: none">• Know what Queen Victoria's impact is on society today.• Explain what is meant by parliament and how it is today (democracy)• Recognise how life has changed since Victorian times and discuss this change.• Categorise daily activities for rich (wealth) Victorians and poor Victorians and give reasons why.	<ul style="list-style-type: none">• Research and answer questions using texts, internet and photos.• Compare life today to life in Victorian times using photographs and artefacts.	<ul style="list-style-type: none">• The penny farthing was one of the earliest bicycles. It had one small wheel and one large wheel.• A farthing was an old coin. It worth a quarter of an old penny so 4 farthings made an old penny.• The workhouse was home to many orphaned or sick children.• There were no televisions or electronic games.• Very few poor children knew how to read.• Most children were working in a full time job by the time they were 12 years old.• Queen Victoria reigned from 1837-1901.
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Term:	Y3 – Autumn	Key Text(s):	
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Unit Title:	<p>Stone Age</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand how we know about the past and what evidence there is to support this. 2. Understand that Stone Age humans were hunters and gathers: hunting large mammals and gathering other nutrients. They used stone tools to cut, pound, and crush—making them better at extracting meat and other nutrients from animals and plants than their earlier ancestors. <p>This unit is the beginning of the pre-history topics. The children will have touched on dinosaurs in Reception. This topic introduces the idea of hunter-gatherers and homo sapiens. The topic will cover aspects of Mesolithic life such as: open grassland, hunting, making spears and the building of small houses with thatched roofs (seen late Neolithic hunter-gatherers and early farmers, and will revisit this during Anglo Saxons (Year 4) and the Mayans (Year 5).</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of technology from Toys (Year 1) and Victorians (Year 2) and will continue developing this understanding in Greeks (Year 3), Samuel Crompton (Year 3), Romans (Year 4) and Ancient Greek (Year 4). This unit will also support them in having a better understanding of developments in invasion in Romans (Year 4), Anglo Saxons (Year 5) and Vikings (Year 6).</p> <p>End of Unit Outcome: To explain why the Stone Age was so important and compare to how we live today.</p>
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<p>Key Concepts for the Unit:</p> <p>Chronology: The ordering of events, for example the Stone, Bronze and Iron Age.</p> <p>Settlement: A place where there were several Stone Age shelter, like a small village.</p> <p>Civilization: A group that lived during a period of time long ago.</p> <p>Hunter-Gatherers: People who mainly live by hunting, fishing and gathering wild fruit.</p>
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Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.

Invasion: Understand that invasion played a huge part in history and how our society looks today.

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<p><i>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> Describe events and periods using the words: BC, AD. Describe events from the Stone Age using dates when things happened. Order events and periods (Stone Age, Bronze Age, Iron Age). Discuss a timeline to sequence how things may have happened in the Stone Age. To understand the time period has a study of British history. 	<ul style="list-style-type: none"> Know how civilisations have changed - that the early Brits would not have communicated as we do or have eaten as we do. Compare what life would have been like for the early settlers. Explain the changes in Britain from Stone Age to Iron Age through technology and make links to the modern day. Explain how invasion has changed through the ages. Summarise the three periods, Stone Age, Bronze Age, Iron Age and compare. Explain why Britain would have been an important country to have invaded and conquered. 	<ul style="list-style-type: none"> Demonstrate an understanding of how we know about the past. Use various sources such as texts, photographs, artefacts, illustrations and the internet to piece together information about the Stone Age. Present historical knowledge orally and in writing. 	<ul style="list-style-type: none"> The Stone Age period is said to have started about 3 million years ago. The Stone Age was followed by the Bronze Age when humans started to use metal. The Bronze Age was followed by the Iron Age when tools and weapons became more advanced. Humans gathered food by hunting wild animals and birds. They also collected fruit and nuts. During the end of the Stone Age humans formed settled communities and domesticated plants and animals for the first time in history. Skara Brae is an archaeological site in Scotland. Stonehenge is a famous Stone Age monument in Wiltshire. An archaeologist is a person who studies history based on artefacts.

Term:	Y3 – Spring	Key Text(s):	
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Unit Title:	<p>Ancient Greece</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand that the Ancient Greeks were a civilization who dominated the Mediterranean thousands of years ago. 2. Understand that government, philosophy, science, mathematics, art, literature and sports were impacted by the Ancient Greeks. <p>This unit has many concepts and vocabulary links to periods of time studied throughout the curriculum. The term ‘archaeologists’, ‘historians’ and ‘excavate’ are used throughout Ancient Egypt (Year 4) and WW2 (Year 6). During the topic the children will be taught about systems of ‘government’ and ‘democracy’. This links to previous topics in Year 2, ‘Famous People’ and their English unit on the Great Fire of London where children have previously been introduced to these terms. This unit also looks at the goddess Athena which contributes to the impact women have had throughout history. These aspects could also be linked to ‘Inspirational People, Rosa Parks, Emily Davison’ (Year 2) and the role of women in World War 2 (Year 6).</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of technology from Toys (Year 1), Victorians (Year 2) and Stone Age (year 3) and will continue developing this understanding in Samuel Crompton (Year 3), Romans (Year 4) and Ancient Greek (Year 4). This unit will also support them in having a better understanding of developments in democracy, empire and legacy in Ancient Egypt (Year 4), Romans (Year 4) and WW2 (Year 6).</p> <p>End of Unit Outcome: Fact file on the Ancient Greeks.</p>
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<p>Key Concepts for the Unit:</p> <p>Athenians: The birth place of democracy and the heart of the Ancient Greek civilization.</p> <p>Democracy: Democracy means allowing citizens to make their own decisions for their own personal lives.</p> <p>Philosophy: A way of thinking about the world, the universe and society.</p>



Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.

Empire: The collective name for a group of countries rules by a single person, government or country.

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> Describe events and periods using the words: BC, AD. Describe events from the past using dates when things happened. Place Ancient Greek period on a timeline. To discuss timeline of events within the Ancient Greece period. To understand the time period has a study of world history. 	<ul style="list-style-type: none"> Demonstrate an understanding of the Ancient Greeks and why they believed in many gods. Demonstrate an understanding of the impact the Ancient Greeks had on life today. Give reasons for why life has changed for the better. 	<ul style="list-style-type: none"> Use various sources such as texts, photographs, artefacts, illustrations and the internet to piece together information about democracy. Create own questions to research about the Ancient Greeks. Present historical knowledge orally and in writing. 	<ul style="list-style-type: none"> The Ancient Greeks invented the theatre. Events at the Greek Olympics. The Ancient Greeks held many festivals in honour of their Gods. Athens was the centre of power. The people of Athens were often at war with the people of Sparta. Ancient Greeks clothing. The meaning of democracy. The ancient Olympic Games were originally a festival or celebration for Zeus. Zeus was the father of Perseus and Heracles. A temple is a building devoted to worship of a god or gods.



Term:	Y3 – Summer	Key Text(s):	Local Study
Unit Title:	<p>Samuel Crompton – Local Study</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that Bolton has a famous place in the history of the Industrial Revolution. 2. Understand that the spinning and weaving of cotton was a vital element in Bolton's wealth in the past. Samuel Crompton invention revolutionised the industry. <p>This unit is our local study into the history of Bolton and its links with the Industrial revolution. This unit builds on the knowledge the children already have on the Industrial Revolution from their Victorians topic (Year 2). Children will expand on their knowledge of the Industrial Revolution focusing on the role of Bolton and Manchester looking at Samuel Crompton’s inventions (trip to Hall I’ th’ Wood) and Richard Arkwright inventions.</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of Industrialisation from Famous People (Year 1) and Victorians (year 2); technology from Toys (Year 1), Victorians (Year 2) and Stone Age (year 3) and will continue developing this in Romans (Year 4) and Ancient Greek (Year 4). This unit will also support them in having a better understanding of developments in legacy in Ancient Egypt (Year 4), Romans (Year 4) and WW2 (Year 6).</p> <p>End of Unit Outcome: Answer the question: What part did Bolton play in the Industrial Revolution?</p>		

Key Concepts for the Unit:

Industrial Revolution: The development of new machinery and technology in the nineteenth century, which caused major changes in the way of life of the people in Britain.

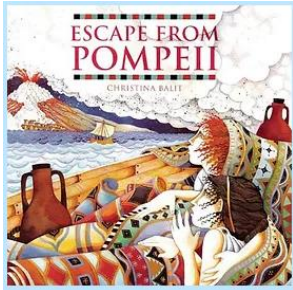
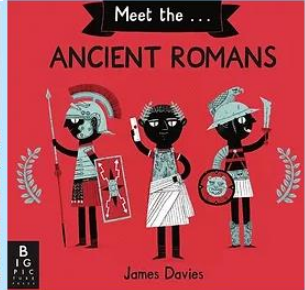
Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.

Legacy: Understand what Samuel Crompton has accomplished during his life and the impact he has had on Bolton and the Industrial Revolution.

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<i>Samuel Crompton – a local history study of the importance of Bolton during the Industrial Revolution and the importance of Samuel Crompton’s invention of the Spinning Mule.</i>	<ul style="list-style-type: none"> • Sequence events during the Industrial Revolution period in chronological order. • Place own life, parents life, Rosa Parks life and Victorian Period, Industrial Revolution 	<ul style="list-style-type: none"> • Know what Samuel Crompton’s impact is on society today. • Explain what the Industrial Revolution was and how it made a different to wealth and efficiency. 	<ul style="list-style-type: none"> • Research and answer questions using texts, internet and photos. • Compare life today to life in the Industrial Revolution using photographs and artefacts. 	<ul style="list-style-type: none"> • Textiles have been produced in Bolton since Flemish weavers settled in the area during the 15th century, developing a wool and cotton weaving tradition.



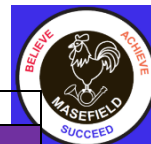
<p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<p>and Samuel Crompton on a timeline.</p>	<ul style="list-style-type: none">• Recognise how life has changed since the Industrial Revolution and discuss this change.		<ul style="list-style-type: none">• Bolton's growth largely coincided with the introduction of textile manufacture during the Industrial Revolution. It was a boomtown of the 19th century.• Lancashire's damp climate made it perfect for keeping cotton yarns moist and unlikely to break so it became the centre of the industrial revolution in Britain.• Lots of people moved away from the countryside to work in the mills.• The Bridgewater Canal, connecting Manchester with the port of Liverpool, was built to move large amounts of raw cotton and finished cloths around.
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Term:	Y4 – Spring	Key Text(s):	 
Unit Title:	<p>Romans</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that the Romans had a massive impact on Britain including roads, money and written language. 2. Understand that the Roman Empire was remarkably successful in spreading knowledge and goods throughout the Empire. <p>This unit follows on from the topic of ‘Stone Age’. The topic begins with the concepts of dictator and government (Links to Year 6 World War 2). The beginning of the unit describes how the people of Rome peacefully traded with Britain and then eventually invaded. The invasion by the Romans is also revised in the beginning of the Year 4 topic of Britain’s Settlement by the Anglo Saxons. The term ‘archaeologists’ is used throughout the history curriculum in Stone Age (Year 3), Vikings (Year 4) and Mayans (Year 5). Children will understand how Britain was turned into Rome and the battles against tribes that occurred. It moves onto the battles Rome had in Scotland and the building of Hadrian’s Wall.</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of democracy and technology from Famous People (Year 1), Victorians (year 2) and Greeks (year 3). This unit will also support children continuing to develop their knowledge of empire and invasion in Ancient Egypt (Year 4), Anglo Saxons (Year 5), Vikings and WW2 (Year 6).</p> <p>End of Unit Outcome: Answer the question: How did the Romans transform Britain?</p>		
<p>Key Concepts for the Unit:</p> <p>Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.</p> <p>Democracy: Democracy means allowing citizens to make their own decisions for their own personal lives.</p> <p>Empire: The collective name for a group of countries rules by a single person, government or country.</p> <p>Invasion: Understand that invasion played a huge part in history and how our society looks today.</p> <p>Conquer: To overcome and take control of people or land using military force.</p> <p>Invade: Enter a place or land with the intention of occupying it.</p>			



NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<p><i>The Roman Empire and its impact on Britain.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> Place the Roman period in history on a timeline alongside Stone Age and Ancient Greece. Draw a timeline to show an understanding of Roman History. 	<ul style="list-style-type: none"> Explain how events from Roman times have helped shape our lives. Know that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. Know that people who lived in Roman times cooked and travelled differently and used different weapons from ours. Explain how the lives of wealthy people were very different from those of poor people in Roman times. Know that weapons will have changed by the developments and inventions that would have occurred within the Roman times. 	<ul style="list-style-type: none"> Use wider sources such as texts, photographs, artefacts, illustrations and the internet to piece together information about Roman Invasion. Understand that history can be told through fiction and non-fiction. Research two versions of an event in Roman times and say how they differ. Research what it was like for a child in Roman times and use photographs and illustrations to present their findings. Give more than one reason to support an historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. Explain how items found belonging to the past are helping us to build up an accurate picture of how people lived in Roman times. 	<ul style="list-style-type: none"> Boudica was a Queen of the British Celtic Icenii tribe. Julius Caesar was one of the best known Roman leaders. Rome was created by two brothers Romulus and Remus. Romans invented many things including, roads, coins, aqueducts, a written language (Latin). The Colosseum is an oval amphitheatre in the centre of Rome that held up to 50,000 people. Hadrian's wall is a long wall built by Romans across the North of England. The Roman Emperor was the ruler of the Roman Empire. What the Roman baths were used for and the different parts of the baths.

<p>Term:</p>	<p>Y4 – Summer</p>	<p>Key Text(s):</p>	
<p>Unit Title:</p>	<p>Ancient Egypt</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that the Ancient Egyptian’s achievements still have an impact on today’s society. 2. Understand that archaeologists study historical records to work out where ancient civilisations were. 3. Recognise that Ancient Egypt was one of the wealthiest civilizations of all time <p>This unit links back to knowledge of the Stone Age (Year 3). People have lived in Egypt since the Stone Age. Ancient Egypt mentions the invasion of the Greeks (Year 3) and the Romans (Year 4). The children will learn that the last pharaoh of Ancient Egypt was Cleopatra. After her rule Egypt became part of the Roman Empire (studied in Year 4). The term ‘archaeologist’ will be used and also the introduction of the term ‘Egyptologist’. The topic will cover the discovery of Tutankhamun, The Valley of the Kings and the different pharaohs. The topic covers the Ancient Egyptian beliefs in different gods. This links to the Vikings and their beliefs in Gods and the ‘Afterlife’. Children will learn some of the main Egyptian Gods such as Anubis (God of the Dead) Isis (protective Goddess) and Ra (Sun God). Children will study how Egyptians prepared themselves for the ‘Afterlife’ in Year 5 and 6 will be able to see the similarities between the Egyptians burials with belongings and the Anglo-Saxons and the Vikings rituals. It uses the term ‘ritual’ (also seen in the topic of Vikings and Anglo-Saxons) Ancient Egypt was one of the wealthiest civilizations of all time. The terms ‘trade’ and ‘bartering’ is taught and the idea that the Egyptians did not use coins and money as we do. (links to Anglo Saxons and Vikings) Children will also learn about hieroglyphics which is also taught in Mayans (Year 5).</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of democracy and technology from Famous People (Year 1), Victorians (year 2), Greeks (Year 3) and Romans (Year 4). This unit will also support children continuing to develop their knowledge of empire and invasion in Anglo Saxons (Year 5), Vikings and WW2 (Year 6).</p> <p>End of Unit Outcome: Explanation text: What beliefs did the Ancient Egyptians hold about death?</p>		



Key Concepts for the Unit:

Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.

Democracy: Democracy means allowing citizens to make their own decisions for their own personal lives.

Empire: The collective name for a group of countries rules by a single person, government or country.

Invasion: Understand that invasion played a huge part in history and how our society looks today.

Archaeologist: Understand that archaeologists and historians have supported us in understanding how people use to live.

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> Plot Ancient Egypt on a timeline by century alongside other ancient civilisation of Ancient Greece. Draw a timeline to show an understanding of the Ancient Egyptian period Know why the pyramids were built. 	<ul style="list-style-type: none"> Explain how events from Ancient Egypt have helped shape our lives e.g. communicate, travel, eat, and dress. Recognise that the lives of wealthy people were very different from those of poor people e.g. education, jobs (monarchy). Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in Ancient Egypt. Know that Ancient Egyptians were ruled by Pharaohs. 	<ul style="list-style-type: none"> Use wider sources such as texts, photographs, artefacts, illustrations and the internet to piece together information about Ancient Egypt. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. Research the building of pyramids. Know that hieroglyphs was a form of communication. 	<ul style="list-style-type: none"> Cleopatra was the last pharaoh before the Romans took over. Tutankhamen was known as the boy king and his tomb was found in 1922. The Egyptians were the first civilisation to invent writing. The word Pharaoh originally meant great house but came to mean the person who resided in it. Pyramids were the burial complexes for Pharaohs. Hieroglyphs were carvings for sacred things. A Vizier was the most powerful position after that of a king. The equivalent to today's Prime minister. A mummy was the remains of a body found inside a burial case.

Term:	Y5 – Autumn	Key Text(s):	
Unit Title:	<p>Anglo Saxons</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that the Anglo-Saxons brought their own religious beliefs, but the arrival of Saint Augustine in 597 converted most of the country to Christianity. 2. Understand that the Anglo-Saxon period lasted for 600 years, from 410 to 1066, and in that time Britain's political landscape underwent many changes. <p>This is the unit looks into the changes in British History after the Roman invasion. The Anglo Saxons topic is a direct link to Romans (Year 4). The Anglo Saxons (from Northern Germany, Denmark and the Netherlands) came to Britain after the Roman retreat. They, along with the Scots (Ireland) and Picts (Scotland) battled amongst themselves to dominate. Eventually settling in different parts of the country. The unit explores how the Anglo Saxons eventually settled into smaller Kingdoms, each ruled by a different leader. This knowledge is an important basis when understanding the follow-on unit, Vikings (Year 6) as the Viking and Anglo Saxon leaders fought for power over these parts. (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria). The unit also teaches the children about Anglo Saxon settlements and way of life. The building of houses with thatched roofs and farming is taught (link to 'Mayans' (Year 5) as they also built houses with thatched roofs). Towards the end of the topic, children are taught about the importance of religion and the Viking attack on the Lindisfarne Monastery. This can also be linked back again to the Romans (Year 4) as the Anglo Saxons were Christians due to Roman influence and the Lindisfarne Gospels were written in Latin by monks. This ends the unit and leads into the 'The Vikings'.</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of democracy from Famous People (Year 1), Victorians (year 2), Greeks (Year 3) and Ancient Egypt (Year 4). This unit will also support children continuing to develop their knowledge of Monarch and invasion in Vikings (Year 6).</p>		



End of Unit Outcome: Non-Chronological report on Anglo-Saxons.

Key Concepts for the Unit:

Democracy: Democracy means allowing citizens to make their own decisions for their own personal lives.

Monarch: A sovereign head of state, especially a king, queen, or emperor.

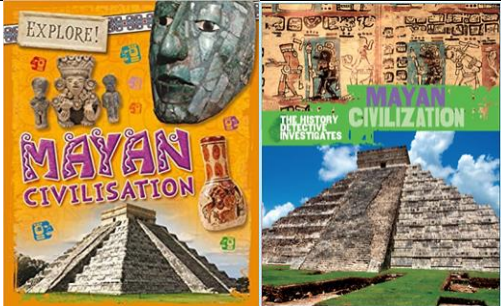
Invasion: Understand that invasion played a huge part in history and how our society looks today.

Archaeologist: Understand that archaeologists and historians have supported us in understanding how people use to live.

Legacy: Understand what the Anglo Saxons accomplished and the impact they have had on Britain today (language, culture, politics).

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<p><i>Britain's settlement by Anglo-Saxons and Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> Place Saxons on a timeline alongside - Stone Age and Romans. Draw a timeline to show an understanding of the Anglo-Saxon history. Draw a timeline to detail key events of the life of Alfred the Great. 	<ul style="list-style-type: none"> Recognise historical events from Anglo-Saxon period. Including invasions, Viking invasions, and Christian conversion. Make comparisons between when Anglo-Saxons settled and life today (food, shelter, clothing, beliefs). Explain the role that Britain has had in spreading Christian values since Anglo-Saxon period. Show a good understanding of how crime and punishment have changed over the years. 	<ul style="list-style-type: none"> Pupils can make their own opinion by constructing their own response informed by a range of sources. Appreciate how historical artefacts have helped us understand more about British lives in the past and present. 	<ul style="list-style-type: none"> The Anglo-Saxons were made up of 3 tribes: The Angles, Saxons and Jutes. Their name Angles became English and their land became England. They came to Britain in the middle of the 5th Century. Anglo-Saxons ruled lots of small kingdoms across the land. There were 7 kingdoms. The Anglo Saxon period ended when the Normans conquered Britain in 1066. Anglo-Saxons introduced Christianity to Britain. Anglo-Saxons worshipped many gods including the sun and the moon. How the Anglo-Saxons brought law and order to Britain.



Term:	Y5 – Summer	Key Text(s):	
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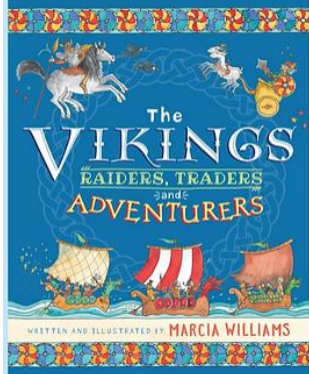
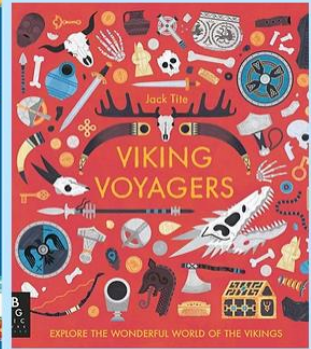
Unit Title:	<h2>Mayan Civilization</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none">1. Recognise some key aspects of the Mayan civilisation, focusing on the culture of people living at that time such as music, art and religion.2. Compare the ways of life in the Mayan Civilisation to what life in Britain would have been like during the same time period and look at the contrasts between them. <p>This is the second History Unit in Year 5. Prior knowledge of the Ancient Egyptian Civilisation in Year 4 can be revised as many aspects of life for the Mayans and Egyptians were very similar. Both civilisations built pyramids, performed rituals and ceremonies and had similar religious beliefs (different Gods that had an effect on farming such as Kinich Ahau the Sun God and also the belief in the afterlife). Another topic these beliefs can be linked to is also The Vikings (Year 6), who also held similar religious beliefs to both the Mayans and the Ancient Egyptians. Both the Mayans and Egyptians had Royal Families and hierarchies to organise society.</p> <p>Mesoamerica is a region of North America. It is the thinner strip of land that joins North America to South America. It is one of six areas in the world where ancient civilization arose independently. A civilisation is a human society with its own social organisation and culture.</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of democracy and technology from Famous People (Year 1), Victorians (year 2), Greeks (Year 3), Ancient Egypt and Romans (Year 4). This unit will also support children continuing to develop their knowledge of empire and invasion after learning about the Anglo Saxons (Year 5) and will continue to develop this knowledge during the units on Vikings and WW2 (Year 6).</p> <p>End of Unit Outcome: Discuss and write an answer for the question: What was life like for the Mayan people?</p>
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<p>Key Concepts for the Unit:</p> <p>Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.</p> <p>Democracy: Democracy means allowing citizens to make their own decisions for their own personal lives.</p>
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Empire: The collective name for a group of countries ruled by a single person, government or country.
Invasion: Understand that invasion played a huge part in history and how our society looks today.
Archaeologist: Understand that archaeologists and historians have supported us in understanding how people used to live.
Slave: A slave is someone who is the property of another person and has to work for that person.
Monarch: A sovereign head of state, especially a king, queen, or emperor.

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<p><i>A non-European society that provides contrasts with British history –Mayan civilization c. AD 900. The national curriculum for history aims to ensure that all pupils: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> Place the Mayans on a timeline alongside - Stone Age, Egyptians, Romans and Anglo-Saxons. Draw a timeline to show an understanding of the Mayan history. Draw a timeline to detail some key dates linked to the study of the Mayan civilisation c. AD 900. 	<ul style="list-style-type: none"> Know that The Mayans were famous for developing an early system of writing called hieroglyphics. The Mayans developed trade systems to exchange goods that they could produce for other things that they could not produce. They did not use money. 	<ul style="list-style-type: none"> Use wider sources such as texts, photographs, artefacts, illustrations and the internet to piece together information about the Mayans. Explain the difference between primary and secondary resources. Pupils can make their own opinion by constructing their own response informed by a range of sources. Appreciate how historical artefacts have helped us understand more about British lives in the past and present. 	<ul style="list-style-type: none"> Humans first arrived in Mesoamerica as early as 21,000 years ago. They were hunter-gatherers, people who travelled from place to place to find food. Between 3500 and 2000 BC, humans began to build permanent villages in the region. These settlements formed the Maya civilisation. Know that the Mayans flourished for three thousand years before suddenly disappearing. A dynasty is a series of rulers belonging to the same family. The city of Chichen Itza became a major power. It had a powerful economy and strong military. In death a person was buried with belongings for their journey into the afterlife Kings and Queens had tombs, others were buried under their house. Maya were skilled craftspeople they made pottery for everyday use as well as figures of gods, goddesses and animals.

Term:	Y6 – Autumn	Key Text(s):	 
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Unit Title:	<p>Vikings</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that in the centuries after their first raid on English soil in A.D. 793, Vikings made a historic series of attacks, waged wars and formed settlements in the British islands, leaving a permanent impact on the land, culture and language. 2. Identify what impact the Vikings have on the way we live today in Britain. <p>This unit looks into the changes in British History. Children will be familiar with the invasions during the Anglo Saxons. Revise with the children how the Anglo Saxons, Scots (Ireland) and Picts (Scotland) battled amongst themselves to dominate Britain. Eventually settling in different parts of the country. The previous knowledge of the Anglo Saxon settlements (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria) is an important basis when understanding the ‘The Vikings’ as the Viking and Anglo Saxon leaders fought for many years over these parts.</p> <p>The unit explores the Norse religious beliefs such as different worlds, Gods and also the ‘afterlife’. (Similar to the following topic in Year 4 - ‘The Egyptians’). The terms ‘archaeologists’ and ‘excavations’ will also be used when discussing the Viking settlements in Jorvik (York). Children will be familiar with this language from previous learning-Anglo Saxons (Year 5), Stone Age to the Iron Age and the Romans (Year 4). Towards the end of the unit children will learn about the resistance by Alfred the Great and the treaty with the Viking leader Guthrum which forced him to become Christian. It will also look into the uncertainties of who would be successor to the throne after Edward the Confessor.</p> <p>End of Unit Outcome: Discuss and write an answer for the question: What sources of evidence do we have about the Vikings and what can they tell us about The Vikings in Britain?</p>
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Key Concepts for the Unit:	
<p>Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.</p>	



Invasion: Understand that invasion played a huge part in history and how our society looks today.
Archaeologist: Understand that archaeologists and historians have supported us in understanding how people use to live.
Monarch: A sovereign head of state, especially a king, queen, or emperor.
Danelaw: The name given to the lands in Britain occupied by the Vikings.

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<p><i>Viking struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great.</i></p> <p><i>Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> Place Vikings on a timeline alongside - Stone Age Romans, Mayans and Anglo Saxons. To order key events on a timeline within the Viking period. 	<ul style="list-style-type: none"> Summarise the main events from the Viking period, explaining the order in which key events happened. Summarise how Britain has had a major influence on world history. Describe features of events and people from the Viking period. 	<ul style="list-style-type: none"> Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. Describe a key event from the Viking period using a range of evidence from different sources. 	<ul style="list-style-type: none"> Not all Vikings were warriors. Many came in peace and became farmers. The land occupied by Vikings was known as Danelaw. Not many Vikings wore horns in their helmets. Vikings spoke Norse which was an alphabet made up of runes. Vikings sailed long ships. Vikings were Pagans. The most important Viking British city was York, known as Jorvik by the Vikings. The names of most of the days of the week originate from Vikings. To know the Viking time period is 793-1066 AD.

<p>Term:</p>	<p>Y6 – Summer</p>	<p>Key Text(s):</p>	
<p>Unit Title:</p>	<p>World War 2</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise many different events led up to the beginning of World War II and this piece of British history has shaped the way we live here in Britain today including British Values and British Culture. 2. World War 2 is significant because the world changed as a result of the war. <p>This is the last history unit in Year 6. The unit covers and revises many different terms and concepts the children will have been taught throughout the History Curriculum so far. When discussing Winston Churchill, children will have prior knowledge of where the British Parliament is and how a Prime Minister is elected (Year 2, United Kingdom Guy Fawkes and Parliament taught through English). Children will look at a range of primary and secondary sources throughout the topic such as: images of Anderson Shelters, ration books, diary entries (Anne Frank) and propaganda posters. The children will be familiar with what a primary and secondary source is from previous units.</p> <p>Part of the unit will look into racial discrimination and the Holocaust. This is a direct link to previous studies on how discrimination, segregation and boycotting can affect people’s lives due to their race or beliefs. (Seen in Year 2, Inspirational People: Rosa Parks and Year 5 English unit) and the persecution of black people due to prejudice. This time, concentrating on anti-Semitism and the treatment of minorities under Nazi rule. Another link to previous topics is when looking at the role of ‘Women at War.’ Women had the right to vote (Link to Year 2, Inspirational People) however, their roles were still mainly in the household. World War 2 changed expectations and aspirations for women as many enjoyed their newfound independence and felt valued in their roles in the war effort. Many did not want to go back to how things were before the war and it was another factor in the changing role of women in Britain.</p> <p>End of Unit Outcome: Discuss and write an answer for the question: How did the Second World War change life for people in the UK?</p>		



Key Concepts for the Unit:

Democracy: Democracy means allowing citizens to make their own decisions for their own personal lives.

Invasion: Understand that invasion played a huge part in history and how our society looks today.

Legacy: Understand what happened during the World war had an impact on the world and the Britain we live in today.

Empire: The collective name for a group of countries rules by a single person, government or country.

Rationing: The controlled distribution of scarce resources.

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<p><i>A significant turning point in British history, for example, the first railways or the Battle of Britain.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> • Create own timelines to place events, periods and cultural movements from around the world including periods studied in earlier year. • Order significant events, movements and dates from WW2 on a timeline. • Describe main changes in a period in history. Show an understanding and be able to link some historical events that occurred concurrently in different locations. 	<ul style="list-style-type: none"> • Identify and note connections, contrasts and trends over time in the everyday lives of people. • Examine causes and effects of great events and the impact these had on people using evidence to support and illustrate their explanation. 	<ul style="list-style-type: none"> • Show an understanding that some evidence could be propaganda, opinion or false news /misinformation. • Identify and evaluate different sources. Be able to recognise when they are using primary and secondary sources. • Investigate own lines of enquiry – asking questions to further knowledge and understanding. 	<ul style="list-style-type: none"> • The World War 1 was fought from 1914 - 1918. • World War 2 was fought between 1939 – 1945. • The majority of the world’s countries became involved in the conflict forming two military alliances. • Hitler became the leader of the Nazi party in 1921. • Germany began to build the country's military strength and moved troops which violated the terms of the Treaty of Versailles (WW1). • World War 2 was the deadliest conflict in human history with 50-85 million fatalities. • The Holocaust is the term for the killing of over six million Jewish people before and during World War II, organised by Adolf Hitler and the Nazi party. • Blitz is short for the German word Blitzkrieg (lightning war).