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| Year Group: R                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| NC ref/topic: understanding the world – people and communities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Key Concepts: Identify                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Enquiry Question: Who is in my family?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Key Substantive knowledge: (substance of history/content)</p> <p>History in EYFS is child centred. Their life. Their family. Their experiences. Their story! Discrete history units are not needed. Children’s lived experiences and exposure to books will allow them to develop a sense of their own personal history.</p> <ul style="list-style-type: none"> <li>- <b><u>From birth</u></b> – <u>Children can look at photographs to discuss how they have changed over time.</u> How have you changed over time? What has changed and what has stayed the same? How have your clothes changed? Do you eat/drink the same things? What are you able to do now that you couldn’t when you were a baby?</li> <li>- <b><u>Family – who’s who?</u></b> – <u>Develop the idea that people existed before they did.</u> Who is in your family? Are they older or younger than you?</li> <li>- <b><u>Special times</u></b> – <u>Share photos and experiences of special events in their life.</u> What is special about birthdays? Do you have any special memories? What is the same/different about our special times? Do you have any special traditions?</li> </ul> |

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| Year Group: 1                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| NC ref/topic: Events beyond living memory that are significant – the first Flight – The Wright Brothers & the lives of significant individuals in the past who have contributed to national and international achievements.                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Key Concepts: freedom, failure and dreams                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Enquiry Question: <b>How can getting something wrong help us reach our goals?</b>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Key Substantive knowledge:<br>(substance of history/content) <ul style="list-style-type: none"> <li>- Who built the first plane.</li> <li>- Where and when the first plane was flown.</li> <li>- Understand how this invention would change people's lives.</li> </ul>                                | <ul style="list-style-type: none"> <li>- Orville and Wilbur Wright were brothers who lived in America. They used to own a bicycle shop but always had a dream that they could build the first ever powered aircraft.</li> <li>- They were both skilled mechanics. They built the plane themselves!</li> <li>- On 17<sup>th</sup> December in 1903, after lots of experimenting and many failed attempts (they'd had a setback 3 days earlier where Wilbur crashed and damaged the aircraft), they flew 'The Flyer' on a beach. It flew for 12 seconds.</li> <li>- The invention of the aircraft changed how people would travel forever. Previously people travelled on boats that took weeks to get to their destination, whereas now it could take just a few hours.</li> </ul>                                     |
| Year Group: 1                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| NC ref/topic: the lives of significant individuals in the past who have contributed to national and international achievements. School days – Victorians                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Key Concepts: Friendship & Fairness                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Enquiry Question: <b>Why do we need rules and routines at school?</b>                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Key Substantive knowledge:<br>(substance of history/content) <ul style="list-style-type: none"> <li>- Identify when the Victorian era was</li> <li>- Describe features of a Victorian school</li> <li>- Identify similarities and differences between Victorian schools and schools today.</li> </ul> | <ul style="list-style-type: none"> <li>- The Victorian era was the period of Queen Victorian's reign, between 1837 and 1901.</li> <li>- Victorian school features: children called by the surname, bow to teacher, finger nail inspections, chalk and slate, boys and girls treated differently – boys had extra maths lessons while girls were learnt how to sew and cook, classroom layout, lessons involve children repeating what teacher said with a focus on the 3 Rs, dunce hat. Playground games include marbles, hoop and stick, rope skipping and blind man's bluff.</li> <li>- In 1867 Thomas Barnardo set up 'Ragged Schools', which gave free education to all children. Many laws were passed during this time to ensure that all children attended school (linked to key concept fairness).</li> </ul> |

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| Year Group: 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| NC ref/topic: <i>Significant event beyond living memory – The Great Fire of London</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Key Concepts: consequence and empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Enquiry Question: <b>How did the Fire change many aspects of life and culture in Britain?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Key Substantive knowledge:<br/>(substance of history/content)</p> <ul style="list-style-type: none"> <li>- When, where and how the fire started.</li> <li>- Names of key individuals linked to the event.</li> <li>- Understand the causes of widespread damage.</li> <li>- Understand the consequences of the fire.</li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- 1666, in a bakery on Pudding Lane in London. Thomas Farriner, the king's baker, forgot to sweep out his ovens and as a result a great fire burned across London for just under 5 days.</li> <li>- Thomas Farriner, King Charles II, Thomas Bludworth the Mayor, Samuel Pepys, Christopher Wren.</li> <li>- Wind, hot dry summer, weak hand squinters and leather buckets no match for the flames, no fire brigade, people ran away rather than helped, wooden houses, houses built close together.</li> <li>- Plans to rebuild the city, new St Paul's cathedral, introduction of a fire brigade and houses to be made of stone</li> </ul>                                                                                                                              |
| Year Group: 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| NC ref/topic: <i>Lives of significant individuals – Pioneers</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Key Concepts: Reform and Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Enquiry Question: <b>How have people in the past had an impact on me?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Key Substantive knowledge:<br/>(substance of history/content)</p> <p>Victorian Focus:</p> <ul style="list-style-type: none"> <li>- Identify when the Victorian era was</li> <li>- Explain how there were many advances in industry, science and communications in this period of time.</li> <li>- Understand and explain how these inventions changed people's lives.</li> <li>- Name and compare key individuals linked to the time period.</li> </ul> <p>Moon Landing Focus:</p> <ul style="list-style-type: none"> <li>-</li> </ul> | <p>Victorian Focus:</p> <ul style="list-style-type: none"> <li>- The Victorian era was the period of Queen Victorian's reign, between 1837 and 1901.</li> <li>- New inventions included the pedal bicycle, sewing machines, gramophones, first camera, flushing toilet, telephones, light bulbs and steam locomotives.</li> <li>- George Stephenson pioneered the invention of steam locomotives. The invention of the railways offered Victorians new ways to travel, go on holiday, transport goods and provide efficient communication for the spread of newspapers.</li> <li>- Isambard Kingdom Brunel was a famous engineer known for designing railways, ships, tunnels and bridges. Because of Brunel, people could travel quickly and cheaply. Goods could be transported in vast quantities.</li> </ul> |

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| Year Group: 3                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| NC ref/topic: The Roman Empire and its impact on Britain                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Key Concepts: conflict & consequence                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Enquiry Question: <b>What are the effects of democracy within an empire?</b>                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Key Substantive knowledge:<br/>(substance of history/content)</p> <ul style="list-style-type: none"> <li>- Who were the Romans, where did they come from and why did they invade Britain?</li> <li>- What made the Roman Army so formidable and did they meet any resistance?</li> <li>- How did the Romans live?</li> <li>- The ways Romans have had an impact on our lives today.</li> <li>- When and why did the Roman Empire end?</li> </ul> | <ul style="list-style-type: none"> <li>- Around 2,000 years ago, a Roman Army had been building an empire in Europe. Britain was ruled by a group of people called the Celts at the time. The Romans wanted Britain's precious metals (gold, tin, iron) and their cattle. A number of Roman Emperors wanted to rule Britain as they wanted glory and to grow their Empire.</li> <li>- In AD 43, Emperor Claudius ordered for a large number of Roman soldiers to land on the beaches in Kent.</li> <li>- Many Celts made peace with the Romans, but some decided to fight. Famously, in AD 60, Boudicca, queen of the Iceni tribe, decided to fight back. She burned the Roman towns of Colchester and London. When the Roman Army heard, they went to fight back. A fierce battle commenced, and, while Boudicca outnumbered the Roman army with her 200,000 warriors, the Romans were better trained and had better weapons.</li> <li>- Romans brought their own lifestyle and customs with them. They built new towns protected by walls. Inside was everything you needed including baths, the forum and latrines. Rich Romans built fancy houses called villas. They had large rooms, often with beautiful mosaic floors. Many of these villas had an underground heating system called a hypocaust. These towns were connected with roads, which were made as straight as possible, many of which still survive today.</li> <li>- Before the Romans arrived there was no written language in Britain. They taught people how to read and write and speak the Roman language – Latin. Many words are still used today such as 'enormous', 'victory' and 'lavatory'</li> <li>- In AD 410 the city of Rome was under attack and the Romans had lost their stronghold in Britain. The Romans were ordered to leave and come back home.</li> </ul> |

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| Year Group: 3                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| NC ref/topic: changes in Britain from the Stone Age to the Iron Age                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Key Concepts: community & change                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Enquiry Question: <b>How and why did Stone Age Man change over time?</b>                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Key Substantive knowledge:<br/>(substance of history/content)</p> <ul style="list-style-type: none"> <li>- When was the prehistoric age in British history?</li> <li>- What was life like in the stone, bronze and Iron Age?</li> <li>- How did life change over the prehistoric period? (farming, houses, materials, technology)</li> </ul> | <ul style="list-style-type: none"> <li>- Stone age – 15000Bc – 3000BC</li> <li>- Bronze age – 3000BC- 800BC</li> <li>- Iron age – 800 – AD 43</li> </ul> <p>Stone Age:</p> <p>Early Stone Age (Palaeolithic) people lived in caves or very simple shelters. They made stone tools and survived by hunting and fishing.</p> <p>Middle Stone Age (Mesolithic) people hunted in teams using spears, bows and arrows. They tamed wolves so they could work as hunting dogs or guard their camps. People lived a nomadic lifestyle which is where they moved around to find food. People gathered nuts and berries and went fishing using nets and harpoons. People living in caves would decorate them with images.</p> <p>Late Stone Age (Neolithic) people learned how to farm. They cleared large areas of land and began to settle in communities and build permanent homes. They used flint, antler and bone to make tools and weapons and began making clay pots. People kept many animals on their farms such as sheep, pigs and cows to provide them with meat and dairy. Most houses were built using wooden frames, however in some areas wood was hard to find. In Skara Brae, Orkney, Scotland, the one roomed, circular houses were built of stone – even the beds and furniture! They had passageways between the houses to keep themselves dry.</p> <p>Bronze Age:</p> <p>In the bronze age ancient Britons learned how to work with copper, tin, gold and bronze. The Beaker culture spread to Britain which involved making pottery and metal, holding feasts and building huge stone circles.</p> <p>Iron Age:</p> <p>Around 800BC Britons learned how to make tools out of iron. Farming flourished and the population grew very fast. It was a turbulent time, with many tribes fighting one another and many lived in hill forts to protect themselves. They lived in round houses that had pointy roofs and walls made from wattle and daub. They made some very useful tools to help them in their everyday life (rotary quern, swords, looms, ploughs, pole lathe) The iron Age ended when the Romans invaded in AD 43.</p> |

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| Year Group: 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| NC ref/topic: the achievements of the earliest civilizations –Ancient Egypt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Key Concepts: power & belief                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Enquiry Question: <b>Why is belief such a powerful thing?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Key Substantive knowledge:<br/>(substance of history/content)</p> <ol style="list-style-type: none"> <li>1. How was Ancient Egyptian society organised?</li> <li>2. the achievements of the Ancient Egyptians – an overview of where and when the first civilizations appeared</li> <li>3. Find out about the beliefs of the Ancient Egyptians by looking at factual evidence about the Pyramids, mummies, Hieroglyphics. Find out about how the Egyptians prepared for the afterlife.</li> <li>4. Follow the route of the Nile. Find out about agriculture and farming in Ancient Egypt.</li> <li>5. Look at a range of Egyptian artefacts – what do they tell us about the past?</li> <li>6. Understand the concept of 'Ancient' by placing the Ancient Egyptians on a timeline in history.</li> </ol> | <ol style="list-style-type: none"> <li>1. Children to explore the social hierarchy of Ancient Egypt, from Pharaoh to slave. Use pyramid hierarchy to demonstrate.</li> <li>2. Tutankhamun was a pharaoh known more recently as the 'boy king' because he became pharaoh when he was 9 years old. His tomb was discovered by Howard Carter and his team in the Valley of the Kings in 1922. The discovery helped people to understand more about the Egyptians pharaohs.</li> <li>3. The ancient Egyptians built the pyramids as resting places for the pharaohs. When a pharaoh died, priests would prepare their bodies with a process called mummification. The pharaoh was then placed in a tomb, often under a pyramid, with their most treasured possessions. The ancient Egyptians believed that these treasures would help them in the afterlife.</li> <li>4. Life revolved around the Nile. Every year, it flooded and left behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas. The Nile was used for water, fishing and trade. Mud from the river banks was used to make bricks and papyrus plants were used to make paper. Most people lived along and around the Nile. This is still true in Egypt today.</li> <li>5. The Rosetta Stone was discovered in 1799. It was written in hieroglyphs and two other languages, including ancient Greek, which language experts could still read. They translated the hieroglyphs by comparing the languages. It took 20 years to translate all the text into modern language.</li> <li>6. In c. 3000 BC, King Menes united two Egyptian kingdoms to build the empire of ancient Egypt. It lasted until 30 BC when the Romans took over.</li> </ol> |

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| Year group: 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| NC ref/topic: Crime and Punishment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Key Concepts: justice & reform                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Enquiry Question: <b>Should we always do as we're told?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Key Substantive knowledge: (substance of history/content)</p> <ul style="list-style-type: none"> <li>- <b>What is a crime and what is a punishment?</b></li> <li>- <b>How have crimes been punished throughout history (Anglo-Saxon, Medieval, Victorian)</b></li> <li>- <b>How and when was the police force formed?</b></li> </ul> <ul style="list-style-type: none"> <li>- A crime is an act which is against the laws of a country. A punishment is a penalty which acts as retribution for the offence.</li> <li>- <b>Anglo Saxon C&amp;P:</b> The AS period in Britain was from around 410AD to 1066AD. A lot of the population lived in small villages in the countryside meaning that many people knew their neighbours well. Most people grew their own food and farmed the land where they lived. Keeping law and order was the responsibility of everyone in the village. If someone was seen committing a crime, then a witness could raise a <i>hue and cry</i> (shouting for help). Everyone who heard it was expected the help chase and capture the suspects. There was another system called tithing where a group of ten men were made responsible for each other's behaviour. If one of them broke the law, the other members of the group had to bring them to court. The leader of the village would use the laws written by the king to decide what punishment you would receive. They didn't have prisons. Most people who were found guilty of crimes were punished with fines. Some crimes, such as reason were deemed so serious that they were punishable by death. Regular offenders were also dealt with very harshly. If you were repeatedly found guilty of stealing you may get your hands chopped off! Weregild, meaning blood price, was a system of fines where if you injured or killed someone, then the victim or their family received money. Before Weregild, early Saxon Kings allowed victims to punish criminals themselves! This obviously led to more violence and therefore Weregild was used to stop feuds. In trial by ordeal, the accused would be made to perform a task that could cause injury. If their wounds healed cleanly after 3 days, then they would be considered to be innocent in the eyes of god!</li> <li>- <b>Medieval:</b> Most punishments used in AS and Norman England continued in medieval England. Henry II also introduced prisons, which contained holding cells for those accused of serious crimes. Other punishments included: stocks and pillory, physical punishments, beatings, fines, death by hanging, beheading. People that were convicted of serious crimes could avoid punishments by buying a pardon from the king, fighting in his army or joining the crusades.</li> <li>- <b>Victorian:</b> The Victorian Period in Britain was between 1837 and 1901. Many people began to move from the countryside to towns and cities to work in factories. Living conditions were cramped with one family per room and the whole street would share an outside toilet. In 1829, a politician called Sir Robert Peel introduced the first police force to improve public order in London. They were poorly paid and would patrol a certain area, called their beat. They carried truncheons and rattles with them. Many did not trust them at first, but, over time, the police force showed they could reduce crime and thus became more popular. Victorian punishments were strict and severe: Prisons, transportation to Austria for hard labour, prison hulks housed criminals, hard labour, the crank and treadmill, fines, hanging and being sent to join the army.</li> </ul> |

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| NC ref/topic: Britain's settlement by Anglo-Saxons and Scots                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Key Concepts: Influence                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Enquiry Question: <b>Is the impact of an invader always a negative one?</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Key Substantive knowledge:<br/>(substance of history/content)</p> <ul style="list-style-type: none"> <li>- Who the Anglo-Saxons were, when and why they settled in Britain.</li> <li>- Understand why Roman rule ended in Britain.</li> <li>- Identify invasion routes and where Anglo-Saxons settled in Britain.</li> <li>- Name and describe key aspects of Anglo-Saxon life.</li> <li>- Gain knowledge about major aspects of Saxon legacy e.g. laws, language, place names</li> </ul> | <ul style="list-style-type: none"> <li>- The Anglo-Saxons were migrants who came to settle in Britain in the 4<sup>th</sup> and 5<sup>th</sup> Centuries. They arrived in tribes from Germany, Denmark and the Netherlands.</li> <li>- Many AS came to farm. Their homelands in Scandinavia often flooded making it challenging to grow food. Families bought with them tools and farming equipment and built villages to live in.</li> <li>- At first, the AS were invited to Britain to fight against the Picts. However, they did not leave and eventually took over.</li> <li>- The Romans were losing their stronghold. They could no longer defend themselves against internal and external threats. They were ordered to leave Britain in AD410.</li> <li>- Many Anglo-Saxons worked on farms. They used Oxen to plough their fields and grew crops such as wheat, barley and oats. They kept animals such as pigs and sheep for food. Many of the men would hunt by using their dogs to track deer and wild board.</li> <li>- The Anglo-Saxons were great crafts men and made intricate jewellery, musical instruments, toys and games.</li> <li>- The Anglo-Saxons built their villages near natural resources, so that they could get enough water, food and fuel to live. Their huts were made of wood with roofs made of straw. They typically had just one room, where everyone slept, ate and entertained. Villages were often defended, with a 'burh' which was typically a wooden fence built around the circumference of a village.</li> <li>-</li> </ul> |

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| NC ref/topic: Hidden Figures                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Key Concepts: Segregation & equality                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Enquiry Question: <b>How have women in the past overcome inequalities, to impact on the world we live in today?</b>                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Key Substantive knowledge:<br/>(substance of history/content)</p> <ul style="list-style-type: none"> <li>- How have women been treated throughout history?</li> <li>- What barriers have they overcome?</li> <li>- Which women have had an impact on the life we live today?</li> </ul> | <ul style="list-style-type: none"> <li>- Traditionally, women were seen as physically, emotionally and mentally inferior to men. It was felt that a woman should stay at home, looking after the home and children, while men had more influence on public life.</li> <li>- In the 19<sup>th</sup> Century, a number of laws were passed to improve their position in society (most notably the 1970 and 1972 Education Act and 1894 Local Government Act)</li> <li>- <b>(optional – may help understand how women have overcome barriers)</b> The outbreak of WW1 had a profound impact on the role of women in society. With men away at war, women took on the roles previously held by men. They worked in hospitals, transport, farms and in offices. The success of thousands of women entering the work place earned them respect and they proved they were every bit as equal to men.</li> <li>- <u>Key Figures:</u></li> <li>- <b>Katherine Johnson:</b> KJ was born in West Virginia in 1918. She was a brilliant mathematician and excelled at school and college. When she was 34, she learned about jobs for black women with computer and maths skills at NASA. She and other women worked out difficult calculations that were used for space flight. Unlike the white male astronauts who she safely guided into space, she never received recognition for her work until the 2016 film, Hidden Figures exposed her ground breaking work.</li> <li>- <b>Mary Anning:</b> MA was born in Lyme Regis, Dorset in 1799. Her family were very poor, which meant she did not go to school very much. She spent a lot of her time exploring the coast looking for fossils. Over the course of her life she made many amazing discoveries, including ancient reptiles and marine wild life. When she was alive, only men were allowed to work in science so she wasn't able to publish her findings. She was however considered an expert and many scientists came to her to discuss her ideas.</li> <li>- <b>Amelia Earhart:</b> AE was born in Kansas in 1897. She had a passion for flying, and, in 1923 became one of just 16 women in the world to gain her pilot's licence. Aviation was still new, and most pilots were men. In 1932, AE took off from Canada, and arrived 15 hours later in Northern Ireland and became the first female pilot to fly by herself over the Atlantic Ocean. On June 1st 1937, she took off from Florida with Fred Noonan to attempt to fly 29000 miles around the world. On 29<sup>th</sup> June she had made it to Papua New Guinea with on 7,000 miles to go. They set out across the Pacific Ocean on 2<sup>nd</sup> July but were never seen again.</li> <li>- <b>Marie Curie:</b> Marie was born in Poland in 1867. When she lived there, girls were not allowed to go to university so she went to study maths and physics in Paris. She married another scientist, called Pierre, and they worked together to discover new elements. Together they discovered a metal called radium, which she discovered could kill cancer cells. She won two Nobel Prizes in her life time and when her husband died, she took over his job at the University of Paris, becoming the first ever female professor there! Sadly, nobody knew that working with radium was very dangerous. It made Marie very poorly and she became very ill and died. In fact, her notebooks are 'radioactive' and therefore too dangerous to touch! Her work towards medicine has saved many lives across the world.</li> </ul> |



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| NC ref/topic: the Viking struggle for the Kingdom of England to the time of Edward the Confessor- Vikings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Key Concepts: Influencer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Enquiry Question: <b>Is the impact of an invader always a negative one?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Key Substantive knowledge: (substance of history/content)</p> <ul style="list-style-type: none"> <li>- <b>Who the Vikings were and when and why they settled in Britain.</b></li> <li>- <b>Explore key raids and invasion routes including Lindisfarne</b></li> <li>- <b>Name and describe key aspects of Viking life</b></li> <li>- <b>Who was Edwards the confessor and the consequences of his death in 1066.</b></li> <li>- <b>Consider different interpretations of Vikings – those as barbaric raiders versus trader and settlers.</b></li> <li>- The Vikings age was between AD700 to 1100. They came from Denmark, Norway and Sweden. They travelled to other countries in longboats, often trading goods to bring back home.</li> <li>- The word Viking means ‘pirate raid’. Many were bloodthirsty warriors who raided monasteries for treasure. Vikings were pagans (unlike most people living in Britain at the time who were Christians, meaning they didn’t think twice about raiding a monastery to steal valuable treasure) In AD 793, a group of Vikings arrived on their longboats and raided the monastery of Lindisfarne. They killed many monks and stole valuable treasures. 30 years later, the Vikings returned, this time with the view of conquering Britain. Over the years, the Vikings gained control of the Anglo-Saxons kingdoms and by AD878 had gained control of almost all areas of Britain except Wessex, which was ruled by Alfred the Great. Vikings used long swords and axes during battles with a round wooden shield for protection. Some battled wearing wolf or bear skin – these warriors were called berserkers.</li> <li>- Some did come peacefully to settle, keeping animals and growing crops. There wasn’t much farmland in their own countries, so the majority settled in Danelaw for a better life.</li> <li>- Families lived in one room inside a longhouse, built with wood and stone and a thatched roof. Instead of toilets people used a cesspit, which was a hole dug outside.</li> <li>- In 1042, Edward the Confessor became King. He had no children so it was unclear who would be king when he died. An English council decided that Harold of Wessex would become king. In 1066, the Vikings, led by Harald of Norway and Tostig fought Harold at the battle of Stamford Bride. King Harold won, only to be defeated 3 days later by William of Normandy at the battle of Hastings. A new age of Norman rule had started.</li> </ul> |

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| NC ref/topic: Ancient Greece – a study of Greek life and achievements and their influence on the western world                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Key Concepts: value & pride                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Enquiry Question: <b>What can we learn from the ethos of an Olympian?</b>                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Key Substantive knowledge:<br/>(substance of history/content)</p> <ul style="list-style-type: none"> <li>- Ancient Greek Gods and Goddesses</li> <li>- Myths</li> <li>- The Olympics</li> <li>- The Spartans and the Athenians</li> <li>- Democracy</li> <li>- Alexander the Great's Empire</li> <li>- Ancient Greek City States</li> </ul> | <ul style="list-style-type: none"> <li>- The ancient Greeks believed in many different gods and goddesses. They each represented an aspect of humanity and was responsible for certain parts of life too. It is believed that the 12 most powerful gods lived on Mount Olympus.</li> <li>- The Trojan War is a very famous ancient Greek myth.</li> <li>- The Olympics were first held in ancient Greece in 776 BC. This is one of the legacies of ancient Greece. Women were not allowed to enter. The idea for the Marathon came from this time</li> <li>- . The Spartans were known for their strong army and ability to fight. The Athenians were known for their cultural developments and learning. Girls were not allowed.</li> <li>- Ancient Athens is where democracy began in around 508 BC. The legacy of democracy still exists today in many parts of the world.</li> <li>- Alexander the Great, took over the empire along with other lands that he conquered</li> <li>- Ancient Greece was not a country. It was made up of city states. Important city states of ancient Greece included Athens, Corinth and Sparta</li> </ul> |

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| NC ref/topic: a non-European society that provides contrasts with British history- Mayans                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Key Concepts: Tradition & Spirituality (belief)                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Enquiry Question: Does the Mayans' faith hold any relevance in today's society?                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Key Substantive knowledge: (substance of history/content)</p> <ul style="list-style-type: none"> <li>- Know where to place the Ancient civilization of the Mayans in time.</li> <li>- To know how Mayans' faith holds relevance in today's society (religion and afterlife)</li> <li>- Describe the legacy of the Ancient Mayan civilization. (number system)</li> <li>- To evaluate historical opinions as to why the Mayans 'disappeared.'</li> </ul> | <ul style="list-style-type: none"> <li>- c. 2000 BC The Maya civilisation comes into being in Central America. c. 300 BC Cities, such as El Mirador, become large and powerful. AD 900 Cities in the rainforest are abandoned due to a drought. People move north to the highlands of Guatemala and the Yucatán. AD 1000 Cities like Chichén Itzá (which has two temple pyramids) are still thriving. AD 1500s (16th century) The Spanish arrive in South America and set out to destroy the remaining elements of Maya civilisation as part of their conquest. AD 1839 American explorer and writer, John Lloyd Stephens, and British artist, Frederick Catherwood, explore Copán and other cities including Chichén Itzá, reigniting interest in the Maya civilisation. AD 2014 the cities of Lagunita and Tamchén are rediscovered.</li> <li>- The Maya believed in many gods and goddesses. They thought that the gods/goddesses had a good side and a bad side and that they could help or hurt them. The Maya people would dance, sing and make offerings to the gods/goddesses. Maya priests were believed to be able to communicate directly with the gods/goddesses. As a result, they were very important in society.</li> <li>- The Maya people believed that the Earth, which they called the Middleworld, was large and flat and resting on the back of a creature, such as a turtle or crocodile. The Upperworld – The Maya believed this was in the sky or heavens and was connected to the Middleworld by the branches of a tree. The Underworld – A tree connecting its branches to the Upperworld was also believed to grow its roots down to the Underworld.</li> <li>- The Maya developed an advanced number system for their time. They were one of only two cultures in the world to develop the concept of zero as a placeholder. The number system used three symbols in different combinations</li> <li>- AD 1500, The Spanish arrive in South America and set out to destroy the remaining elements of Maya civilisation as part of their conquest.</li> </ul> |

Year Group: 6

NC ref/topic: WWI & II

Key Concepts: Consequences & Conflict

Enquiry Question: **Is war necessary? How does war impact society?**

Key Substantive knowledge: (substance of history/content)

## WW1

- When and why did WW1 begin?
- Where did the fighting happen and what was life like in the trenches?
- What was life like at home during WW1?
- When and how did the war end?

By 1914, Europe was divided into two rival alliance systems. The Triple Alliance (Germany, Austria-Hungary & Italy) and The Triple Entente (Great Britain, Russia and France). These countries had agreed to protect each other. If one was attacked, the others would defend them. On the 28<sup>th</sup> June 1914, Archduke Franz Ferdinand (heir to the throne of Austria-Hungary), was shot and killed by a Serbian backed terrorist who thought Serbia should control Bosnia instead of Austria. This prompted Austria Hungary to declare war on Serbia. As a result of this: Russia got involved as they had an alliance with Serbia. Germany then declared war on Russia as they had an alliance with Austria-Hungary. Britain then declared war on Germany as a result of their invasion in neutral Belgium. Britain had previously agreed to protect both Belgium and France. It is important to note that Europe's leaders were willing to go to war to defend their own national and international interests and foreign policy goals.

Battles took place in France, Luxemburg and Belgium, called the Western Front; and in Russia, called the Eastern Front. There was also fighting in parts of the Middle East and Africa. Many battles were fought using trench warfare. Trenches are long ditches that are dug into the ground. They were necessary in WW1 due to new war fighting technologies – machine guns, rifles, shells. These trenches were infested with rats and flies which would spread diseases. They were very muddy, uncomfortable and toilets overflowed. Rations were very poor. The water often tasted of petrol as it was brought up in petrol tins which weren't cleaned out properly. There was an ever present danger – you never knew when a shell or bullet could be fired and this took a real psychological toll on soldiers.

WW1 had a profound effect on civilians living at home. One of the main ways the war effected people at home was the shortage of food. Germany used submarines to attack supplies reaching Britain, people would 'panic buy' and queue for hours to get food from shops. Full rationing was introduced in 1918. Sugar, meat, butter and cheese were given out more fairly. When war broke out in 1914, Lord Kitchener realised that Britain's small army would be no match for the might of Germany in a long conflict. At first, many men volunteered to join 'Kitchener's army', however this soon began to trickle out. This prompted the British government to pass the 1916 Military Service Act and conscription was introduced on all single men aged between 18-41. During WW1. Life changed for many women as men were away at war. Many women took on paid jobs, like working in shops and offices for the first time. Many women, named the 'land army', worked in farming.

WW1 ended at 11am on the 11th November in 1918. This became known as armistice day. Germany was doing well and in a strong position at the start of 1918, however, a few events turned things around: Britain and France counterattacked, the German navy went on strike and the USA joined the war effort in April 1917. Germany realised it could no longer win the war and the German arm told its government to stop. Its ruler, Kaiser Wilhem, stepped down on 9<sup>th</sup> November 1918. Peace settlements were signed the following year in 1919. These have been since criticised as laying the foundations for future conflicts.

## WW2

- When and why did WW2 begin?
- What was life like for soldiers during WW2? (several key events occurred e.g. Dunkirk, Battle of Britain, D-Day – to go into detail on at least one of these)
- When and how did the war end?

The decisions that led to war largely reflected the rivalries that developed in the years following WW1. At the end of WW1, a peace treaty (The Treaty of Versailles) was signed in 1919. Germany was forced to surrender territory, disarm and pay for the war's damage. This treaty caused bitterness and lasting outrage among civilians in Germany. In Germany, Adolph Hitler exploited the belief that Germany were humiliated after WW1. He promised that Germany would become a global power again under his leadership. In 1935, Hitler broke the terms of the TOV and announced rearmament and conscription. Hitler continued to break the terms of the peace treaty and in 1936 sent troops into the Rhineland. Britain and France did little to intervene, which encouraged Hitler to be even more aggressive and in March 1938 Germany 'annexed' Austria. Germany was keen to continue to expand and wanted to next take an area of Czechoslovakia called Sudetenland. Britain and France still had not recovered from WW1 and agreed to Hitler's demands (The Munich Agreement). The following year in 1939, Hitler broke the terms of the Munich Agreement and invaded the rest of Czechoslovakia. At this point the British Prime Minister, Neville Chamberlain realised that 'appeasement' had failed. He made a guarantee that if Germany further expanded into Poland, he would go to war to protect them. Hitler, not believing that Britain would stick to this, invaded Poland on 1<sup>st</sup> September 1939. On the 3<sup>rd</sup>, Britain declared war on Germany.

The war was fought on land, sea and by air.

Dunkirk: On May 10<sup>th</sup> 1940, Germany entered France. Britain had to retreat. They reached the English channel and waited to be rescued on the beaches of Dunkirk. Britain organised a huge evacuation, sending naval and civilian boats to rescue stranded soldiers. While 340,000 soldiers were evacuated, 68,000 were killed, lost or captured. Britain also lost lots of its military equipment. In June 1940, the now Prime Minister, Winston Churchill, delivered his famous 'we shall fight them on the beaches' speech, where he warned about the real possibility of Germany invasion.

Battle of Britain: The German air force, the Luftwaffe, bombed London for 75 nights between July-October 1940. People took shelter in air raid shelters – some in train stations and underground tunnels, some in gardens. The British RAF were victorious.

D-Day: In December, Japan bombed Pearl Harbour, resulting in America joining the war. This was crucial as their support turned the tide of the war and the allies slowly started to push Germany back. On the 6<sup>th</sup> June 1944, Britain, America and Canada landed on the beaches of Normandy with the aim of liberating France from the Germans. 160,000 troops landed in Normandy and over 4,000 died. The mission was a success and Germany forces were driven back. Following this, Allied troops continued to push Germany back from the west while the Soviet Union were advancing towards Germany from the east. In April 1945, Allied troops entered Berlin. Hitler, realising he had lost the war, died by suicide on 12<sup>th</sup> April. Germany surrendered on 8<sup>th</sup> May (VE day).

While the war in Europe had finished, the Pacific war continued. On 6<sup>th</sup> August 1945, the American president, Harry Truman, ordered for an atomic bomb to be dropped on the city of Hiroshima. 140,000 people were killed out of a total population of 350,000. 3 days later, a second bomb dropped on the city of Nagasaki where a further 74,000 civilians were killed. The Japanese surrendered on the 15<sup>th</sup> August. Many people in Japan who survived the bomb suffered from terrible injuries or poor health due to exposure to radiation. Many historians believe that the dropping of the atomic bombs in Japan changed the world forever, as now other countries were keen to develop even more powerful weapons.

WW2 was the largest, deadliest conflict in human history. By the end, an estimated 60 – 80 million people had died including 55 million civilians. As a result, the United Nations was created as a peacekeeping force.