

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
What was the impact of World War 2 on the people of Britain?	Why did Britain go to war in 1939?	1	To identify the causes of World War 2 using a timeline.	<ul style="list-style-type: none"> - I can sequence events leading to World War 2 on a timeline. - I can match the cause of an event to its consequence. - I can explain what appeasement is. 	<p>I can explain the links between multiple causes of World War 2 and how they built up over time.</p> <p>I can evaluate the effectiveness of appeasement and explain different viewpoints about it.</p> <p>I can prioritise the most significant causes of the war and justify my reasoning.</p> <p>I can use historical vocabulary (e.g. alliance, treaty, appeasement) accurately and confidently.</p>
	How did the Battle of Britain affect the Royal Air Force?	2	To explore the impact of the Battle of Britain on the Royal Air Force using oral histories.	<ul style="list-style-type: none"> - I can explain what happened in the Battle of Britain. - I can describe the possible feelings of the aircrew. - I can record information from oral histories. 	<p>I can analyse oral histories to identify both factual information and personal perspectives.</p> <p>I can explain how experiences of the Battle of Britain may have differed between individuals.</p> <p>I can evaluate the strengths and limitations of oral history as a source.</p> <p>I can use evidence from sources to support conclusions about the impact on the RAF.</p>
	What do sources tell us about the Blitz?	3	To make inferences about the Blitz using photographs.	<ul style="list-style-type: none"> - I can recall where and when the Blitz happened. - I can use the details in a photograph to make deductions about the Blitz. - I can describe the impact of bombing campaigns on people's lives in 1940. 	<p>I can make detailed inferences from photographs and support them with precise evidence.</p> <p>I can explain how photographs can be interpreted in different ways.</p> <p>I can evaluate the reliability of photographic evidence, considering purpose and context.</p> <p>I can draw conclusions about the wider impact of the Blitz on society.</p>
	What was evacuation like?	4	To investigate evacuation experiences using oral and printed records.	<ul style="list-style-type: none"> - I can make deductions about evacuation from different sources. - I can compare the different experiences children had. - I can evaluate the reliability of sources when answering a specific question. 	<p>I can synthesise evidence from a range of sources to form a balanced conclusion about evacuation.</p> <p>I can explain why evacuation experiences differed for different groups of children.</p> <p>I can evaluate the reliability and usefulness of different sources in depth.</p> <p>I can justify my conclusions using well-selected evidence.</p>
	Did WW2 change women's roles?	5	To investigate the impact of WW2 on women's lives using visual and written sources.	<ul style="list-style-type: none"> - I can use wartime posters to make deductions about women's jobs in WW2. - I can describe how the experiences of women compared before, during and after WW2. - I can explain which sources are more useful to answer the enquiry question. 	<p>I can analyse how and why women's roles changed during and after the war.</p> <p>I can evaluate how useful different sources are in answering historical questions.</p> <p>I can explain whether changes to women's roles were temporary or long-lasting.</p> <p>I can support my conclusions with detailed evidence from multiple sources.</p>

	Why did people migrate to Britain during and after World War 2?	6	To explore the lives of migrants after WW2 through podcasts, posters and photographs.	<ul style="list-style-type: none"> - I can discuss the reasons some people migrated to Britain during and after World War 2. - I can make deductions about their experiences from different sources. - I can present my learning about the Windrush generation through a blog. 	<ul style="list-style-type: none"> I can explain a range of push and pull factors influencing migration to Britain. I can evaluate the experiences of migrants using different types of sources. I can analyse the significance of the Windrush generation in British history. I can present a well-structured argument or narrative supported by evidence.
Early Islamic civilisation (mini topic)	Why do you think it is important to study Islam in this period, c.900?	1	To explore the importance of Islamic civilisations, c.900.	<ul style="list-style-type: none"> - Pupils can locate this topic in time and place. - They deduce from source clues the importance of Arab Muslims' contribution to the world of mathematics and science, books, geography, astronomy, medicine etc. - They know Baghdad was a major city of learning and printing. Over 100 booksellers and was 10 x size of London at the time. - By middle of 8th century Islam spread from Arabia to as far as Spain in the west and India in the east, larger area than that of the Roman Empire, covering almost a third of the world's population. 	<ul style="list-style-type: none"> I can explain why Islamic civilisation was significant in a global context. I can analyse the impact of key achievements on later societies. I can compare Islamic civilisation with other societies at the same time. I can justify why this period is important to study using evidence.
	How on earth were the Arabs able to spread so far, so quickly, within just a century of the Prophet Muhammad's death?	2	To be able to locate the early Islamic Empire in time and place.	<ul style="list-style-type: none"> - Pupils can locate early Islamic Empire in time and place and can explain the origins and development of Islam in 7th century. - Pupils work out likely reasons from given clues. - They are able to give several reasons why it spread so quickly e.g. weakness of surrounding empires, exhausted by war; divisions among rivals; zeal of their faith; better fighting tactics and weapons and can classify under different types of reasons e.g. military. - Pupils appreciate that the spread of Islam took centuries and Muslims, though rulers, made up a small proportion in the lands they occupied. - They should be aware that this did not happen by force. As Qur'an specifies "Let there be no compulsion in religion". Under Muhammad Muslims practised tolerance. - Pupils confidently refer to proper terms such as Caliph, Prophet, Empire. 	<ul style="list-style-type: none"> I can evaluate the relative importance of different reasons for the spread of Islam. I can categorise causes (e.g. military, religious, political) and explain links between them. I can challenge misconceptions (e.g. spread by force) using evidence. I can construct a reasoned argument about why Islam spread so successfully.
	What can we learn about Islam from the way they set up the capital at Baghdad?	3	I can investigate the way they set up the capital at Baghdad.	<ul style="list-style-type: none"> - Pupils are able to incorporate a variety of written clues into visual format - They are able to creatively construct an image of what Baghdad would have looked like as a team working collaboratively. - Pupils understand that nothing remains but we can reconstruct from written reports of visitors etc. - Pupils grasp that workers came from every city in the empire to build the city and that the network of canals supplied water to farms and allowed food and other goods to be brought into the city by boat. 	<ul style="list-style-type: none"> I can explain how Baghdad's design reflected the needs of its people and rulers. I can use evidence to justify how historians reconstruct the past despite limited remains. I can evaluate the reliability of different types of historical evidence. I can explain why Baghdad was a significant city in this period.

	<p>In its Golden Age, ten times more people lived in Baghdad than in London. So what was so special about it and how can we possibly know?</p>	4	<p>To be able to identify how we know ten times more people lived in Baghdad than in London.</p>	<ul style="list-style-type: none"> - Pupils grasp the importance of Trade to enriching life there. - They can explain about the range of jobs herbalist, jeweller, butcher, baker, musician, merchants buying cloth and where these trades might have come from. - They know that ships went to China, selling glass and date honey, returning with ceramics. - They can interpret pictures of objects using their contextual knowledge e.g. of hygiene. - Pupils grasp that caliphs would keep building new palaces, so they were wealthy. - Evidence of Baghdad is very flimsy as much was later destroyed. - They grasp that hardly anything survives from the great age of glory as the city was destroyed by the marauding Mongols. 	<p>I can analyse the reasons for Baghdad's wealth and success.</p> <p>I can evaluate the strength of evidence used to make claims about the city.</p> <p>I can explain the impact of trade on daily life and cultural development.</p> <p>I can draw conclusions about why Baghdad was more advanced than other cities.</p>
	<p>Just how amazing was daily life for rich people in Islamic cities?</p>	5	<p>To understand how daily life was for rich people in Islamic cities.</p>	<ul style="list-style-type: none"> - Pupils analyse a range of short written texts about palace life from which they distil the key points. They are able to discuss issues of significance in particular focusing on those things that were more advanced than in Saxon England. They grasp that places such as Cordoba in Spain had running water, clean paved well-lit streets and 70 libraries! - They appreciate the unprecedented wealth and luxury of the Caliph's court associated with exotic Arabian Nights' descriptions of lavish displays of music and food. - Caliphs laid on sessions with intellectuals as well as with dancing girls. - They organise these ideas into a coherent letter/display entry showing good selection of apposite detail. 	<p>I can evaluate how advanced life was compared to other societies (e.g. Saxon England).</p> <p>I can analyse the significance of wealth, learning, and culture in daily life.</p> <p>I can select and organise evidence to present a well-structured account.</p> <p>I can explain differing experiences of people within society (e.g. rich vs poor).</p>
	<p>Which of the early Islamic achievements has most effect on our lives today?</p>	6	<p>To explore which early Islamic achievements most affect our lives today.</p>	<ul style="list-style-type: none"> - Pupils show good understanding of the importance of Islamic contribution to science, literature, medicine, art, architecture and mathematics. - Pupils learn what is meant by historical significance and can apply it to a particular aspect of Islamic life. - They can speak persuasively when arguing their point, supporting with evidence not mere assertion. 	<p>I can evaluate which Islamic achievements were most significant and justify my choices.</p> <p>I can explain how these achievements still impact life today.</p> <p>I can apply the concept of historical significance using clear criteria.</p> <p>I can present a persuasive, evidence-based argument.</p>
	<p>Would the real Henry VIII please stand up?</p>	1	<p>To explore how Henry VIII used portraits to shape his public image, and to understand the role of art in conveying key messages about his reign and character.</p>	<ul style="list-style-type: none"> - Pupils realise that monarchs employed artists to boost their image. - They understand that some portraits were iconic because the monarch wanted to convey a particular message at an important time. 	<p>I can analyse how portraits were used as propaganda to shape public opinion.</p> <p>I can explain how symbolism and imagery convey political messages.</p> <p>I can evaluate the reliability of portraits as historical evidence.</p> <p>I can compare different interpretations of Henry VIII's image.</p>

Beyond Face Value - Propaganda

<p>Elizabeth I: Why do Elizabeth 1st portraits mysteriously start showing her looking younger towards the end of her reign?</p>	<p>2</p>	<p>To understand how and why Elizabeth I controlled her portraits in the later years of her reign, and to analyse the political and personal reasons behind her decision to project a youthful image during a time of crisis and uncertainty."</p>	<ul style="list-style-type: none"> - Pupils learn that Elizabeth controlled her portraits in the last two decades of her life and can give reasons for this beyond vanity. - They realise she needed to be seen to be strong after the execution of Mary Queen of Scots and Spanish Armada, especially as she was now old, unmarried and had no heirs or prospect of them. 	<p>I can explain how and why Elizabeth I carefully controlled her image. I can analyse how historical context influenced portrait choices. I can evaluate how effective her portraits were as propaganda. I can support interpretations with detailed evidence.</p>
<p>Why is it so difficult to work out what Victorian factory conditions were really like?</p>	<p>3</p>	<p>To investigate the dangers and challenges of child labour in Victorian factories, explore the improvements made in factory conditions, and understand how images of the time were created with specific purposes, using context and clues to interpret their true intent.</p>	<ul style="list-style-type: none"> - Pupils will learn the main dangers facing child labour in Victorian factories. - They will grasp that during the 1830s onwards improvements were made in factory conditions. - Pupils realise that images are all created for a purpose. - They can speculate as to possible purpose by looking carefully at 'internal clues' in the pictures. - They understand that we can only understand the purpose behind the image when we know enough about the author and their motives. 	<p>I can evaluate how and why images of factory life were created. I can analyse bias and purpose in historical sources. I can explain how context changes our interpretation of evidence. I can draw balanced conclusions using multiple sources.</p>
<p>Why do we need to be careful when using paintings to find out about Victorian life?</p>	<p>4</p>	<p>To develop critical thinking skills in analysing Victorian paintings, recognising how artists select details to convey specific messages, and understanding the importance of considering the creator's intentions when interpreting historical imagery.</p>	<ul style="list-style-type: none"> - Pupils are able to select images from the painting that they feel have been included for a specific reason. - Pupils see how the meaning of an image changes immediately you ask who produced it. - They learn to look for possible deeper meaning knowing that people produce images for different purposes. Here it is to glorify the work of a hard-working navy not to show what streets looked like. - They are able to devise historically valid questions to fire at artist possible deeper meaning knowing that people produce images for different purposes. Here it is to glorify the work of a hard-working navy not to show what streets looked like. - They are able to devise historically valid questions to fire at artist. 	<p>I can critically analyse how artists manipulate images to convey messages. I can evaluate the limitations of paintings as evidence of real life. I can generate perceptive historical questions about sources. I can justify interpretations using detailed visual evidence.</p>
<p>Were the evacuees as happy as they were shown?</p>	<p>5</p>	<p>To analyse and evaluate the portrayal of evacuees during World War II, understand the role of government-produced images in shaping public perception, and critically assess the accuracy of these portrayals using a range of evidence, including websites and concepts like morale and censorship.</p>	<ul style="list-style-type: none"> - Pupils pick out the key ideas from an animated website. - They are able to adjust their thinking about evacuation in the light of a wider evidence base. - They can explain why government produced images were so positive. - Pupils use terms like morale and censorship with confidence. - They can evaluate a website. 	<p>I can evaluate how propaganda influenced public perception during WW2. I can analyse how and why government messages were constructed. I can explain how interpretations change when new evidence is considered. I can use historical concepts (morale, censorship) precisely in context.</p>

	Did people believe all the propaganda during the Blitz?	6	<p>To explore the role of propaganda during the Blitz, analyse wartime photographs and newsreels for signs of propaganda and censorship, and understand the impact of fake news in shaping public belief, especially when images were later revealed to be staged or faked.</p>	<ul style="list-style-type: none"> - Pupils are able to explain what we mean by propaganda, iconic censorship, and staged. - They can analyse photographs or newsreel films from the early 1940s to spot signs of propaganda - They can explain why propaganda was so important in wartime - They can explain what we mean by fake news. - They can explain why the photograph was so important and believed, even though it was later found to be faked. 	<p>I can critically evaluate the reliability of wartime media and images. I can explain the impact of propaganda and fake news on public belief. I can analyse why staged or misleading images were effective. I can form a balanced judgement about how much people trusted propaganda.</p>
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