



# St. Cuthbert's Catholic Primary School

## History: Long Term Overview



|    | AUTUMN TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | SPRING TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | SUMMER TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Y1 | <p><b><u>The History of Nursing</u></b></p> <p>How did Florence Nightingale and Mary Seacole make nursing better?</p> <p><b>CORE LEARNING (SKILLS &amp; KNOWLEDGE)</b></p> <p>By the end of this unit, children will:</p> <ul style="list-style-type: none"><li>• know that Florence Nightingale (1820-1910), known as "The Lady With the Lamp," was a British nurse best known as the founder of modern nursing.</li><li>• know Mary Jane Seacole was a British-Jamaican nurse and businesswoman who set up the "British Hotel" behind the lines during the Crimean War.</li><li>• know that in 1854 Nightingale went to nurse soldiers in Turkey where Britain was fighting in the Crimean War.</li><li>• know that Florence Nightingale improved hospitals by making them cleaner and giving the soldiers food.</li><li>• be able to differentiate between the present and past when discussing the history of nursing.</li></ul> | <p><b><u>The Great Fire of London</u></b></p> <p>How was London a safer place to live after the great fire?</p> <p><b>CORE LEARNING (SKILLS &amp; KNOWLEDGE)</b></p> <p>By the end of this unit, children will:</p> <ul style="list-style-type: none"><li>• know that the Great Fire of London started on the 2<sup>nd</sup> September 1666.</li><li>• know that people used fire to cook and for light, so it was quite easy for a dangerous fire to accidentally occur.</li><li>• know that Samuel Pepys' (pronounced 'Peeps') lived during the time of the Great Fire of London and that he wrote a diary.</li><li>• know that places have the same names as in the past but look very different.</li><li>• recognise the differences between the pictures of London from the Stuart period and pictures from now.</li></ul> | <p><b><u>The History of Shopping</u></b></p> <p>What is shopping and how has it changed over time?</p> <p><b>CORE LEARNING (SKILLS &amp; KNOWLEDGE)</b></p> <p>By the end of this unit, children will:</p> <ul style="list-style-type: none"><li>• know that people shop for things they need such as food and clothes and to know that some shops sell a wide range of items but others sell a narrower range of things e.g. butchers, bakers and greengrocers, specialist shops (Turkish, Polish, Halal &amp; ecofriendly etc.)</li><li>• know the difference between buying goods and buying services, for example buying food items / clothes / toys or buying for a haircut / car wash / restaurant meal.</li><li>• know that people can shop online to buy things since the 1990s but this has not always been an option</li><li>• know that there are different ways to pay for things (e.g. cash, card; chip &amp; pin, contactless) and know that self-service machines are a recent invention.</li><li>• know that shopping experiences have changed due to environmental factors, for example, paper bags to plastic bags to Bags for Life and refillable stations in shops.</li></ul> |
|    | <p><b><u>Key Vocabulary</u></b></p> <p>hospital, nurse, war, past, change</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b><u>Key Vocabulary</u></b></p> <p>fire fighter, improvement, London, past, safety</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b><u>Key Vocabulary</u></b></p> <p>shop, online, past, change, buying</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



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| Y2 | <p><b><u>Explorers &amp; Adventurers</u></b></p> <p>Captain Scott, Amelia Earhart, Lillian Bader &amp; Tim Peake: What are the significant achievements of these explorers?</p> <p><b>CORE LEARNING (SKILLS &amp; KNOWLEDGE)</b><br/>By the end of this unit, children will:</p> <ul style="list-style-type: none"><li>know that Captain Scott was a British Royal Navy officer and explorer who led two expeditions to the Antarctic regions in the 1800s.</li><li>know that Amelia Earhart was an American aviator who set many flying records and championed the advancement of women in aviation. She became the first woman to fly solo across the Atlantic Ocean, and the first person ever to fly solo from Hawaii to the U.S. mainland in the 1920s.</li><li>know that Lilian Bader was one of the first Black women to join the British armed forces. She fought in World War 2 and was born in Toxteth Liverpool.</li><li>know that Timothy Nigel Peake CMG (born 7 April 1972) is a, Army Air Corps officer and European Space Agency astronaut. Peake became the first man to run the marathon from space.</li><li>know why all of the explorers in the topic are significant and influential.</li></ul> | <p><b><u>Beatle Mania!</u></b></p> <p>What impact did the Beatles have on music around the world?</p> <p><b>CORE LEARNING (SKILLS &amp; KNOWLEDGE)</b><br/>By the end of this unit, children will:</p> <ul style="list-style-type: none"><li>know that the Beatles were an English rock band, formed in Liverpool in 1960, that comprised John Lennon, Paul McCartney, George Harrison and Ringo Starr.</li><li>know in 1960, Liverpool became home to one of the city's most famous exports, The Beatles. The city became the centre of 'The Mersey Beat', thanks to The Cavern Club that opened in 1957.</li><li>know key events from the Beatles life and career.</li><li>know that Beatlemania was the fanaticism surrounding the English rock band the Beatles in the 1960s.</li><li>know that the Beatles legacy in Liverpool is still important with them contributing to the city culturally and economically. Discuss Liverpool heritage sites that tourist come and visit e.g. Penny Lane, Strawberry Fields and the Beatles museum.</li><li>know that the Beatles impacted the music industry across the world as they contributed to the rock and roll era of the 60s.</li></ul> | <p><b><u>Kitty Wilkinson</u></b></p> <p>How did Kitty Wilson change life in Liverpool?</p> <p><b>CORE LEARNING (SKILLS &amp; KNOWLEDGE)</b><br/>By the end of this unit, children will:</p> <ul style="list-style-type: none"><li>know that Catherine Wilkinson (1786–1860) was an Irish migrant, "wife of a labourer", who became known as the Saint of the Slums.</li><li>know that overcrowding and poverty made Victorian Liverpool an incredibly unhealthy place to live and the people living in houses would have been some of the unluckiest in the town. In 1840 about a third to half of all children born did not live to see their 5th birthday.</li><li>know that during a cholera epidemic, she had the only boiler in her neighborhood and invited those with infected clothes or linens to use it for a penny a week, destroying the cholera bacteria and saving many lives.</li><li>know that ten years after she opened up her home people started donating money to help her open up a warehouse. With the help of public funds Kitty managed to open the first combined washhouse and public baths in the United Kingdom.</li></ul> |
|    | <p><b><u>Key Vocabulary</u></b></p> <p>astronaut, achievement, expedition, explorer, significant</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b><u>Key Vocabulary</u></b></p> <p>culture, economy, heritage, impact, legacy</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b><u>Key Vocabulary</u></b></p> <p>cholera, epidemic, Victorian, wash house, mangle</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Y3 | <p><b><u>The Stone, Bronze &amp; Iron Age</u></b></p> <p>Which pre-historic age would you live in and why?</p> <p><b>CORE LEARNING (SKILLS &amp; KNOWLEDGE)</b><br/>By the end of this unit, children will:</p> <ul style="list-style-type: none"><li>know that the Stone Age is divided into three parts: the Paleolithic, the Mesolithic and the Neolithic.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b><u>The Greeks</u></b></p> <p>Can we thank the Ancient Greeks for anything in our lives today?</p> <p><b>CORE LEARNING (SKILLS &amp; KNOWLEDGE)</b><br/>By the end of this unit, children will:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b><u>Ancient Civilizations</u></b></p> <p>How can we rediscover the wonders of the ancient world?</p> <p><b>CORE LEARNING (SKILLS &amp; KNOWLEDGE)</b><br/>By the end of this unit, children will:</p> <ul style="list-style-type: none"><li>know that a civilization is a group of people with their own languages and way of life.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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| <ul style="list-style-type: none"><li>• know that the Paleolithic was by far the longest part of human prehistory; during this time humans hunted large animals and they did not settle and live in one place; they were hunter-gatherers, who slept in caves and temporary shelters.</li><li>• know that during the Mesolithic era, humans acquired lots of their food by foraging for wild fruits and nuts, with some hunting too; this is known as being a hunter-gatherer</li><li>• know that the Bronze Age began in approximately 2,000 BCE in Britain; humans smelted copper ore and added tin to make bronze metal, which could be used to make tools in many more shapes than stone.</li><li>• know that during the Bronze Age settlements grew larger; pottery became more advanced and textiles began to be created commonly by weaving together natural materials like wool.</li><li>• know that the Iron Age began in approximately 800 BCE in Britain and lasted until the Romans invaded in 43.</li><li>• know that Iron Age Britain was often a violent place, with people living in clans that were part of tribes led by warrior kings; many people live in hill forts to keep safe from attacks.</li></ul> | <ul style="list-style-type: none"><li>• know that Athens and Sparta had different laws, money and rulers; the two cities were rival.</li><li>• know that Athens was a city-state that for periods implemented the first example of a democracy; however Athens's democracy was very limited as only adult men; this means that women, children and enslaved people were not permitted to vote.</li><li>• know that Sparta was a city-state that was not a democracy; it was ruled by two kings at the same time supported by a few other people who made all of the important decisions; that Spartans valued military strength on land.</li><li>• know that Athenians valued art and architecture; there were magnificent buildings in Athens such as the Parthenon which was part of the Acropolis, a group of buildings at the highest point in Athens. Athenians appreciate leisure and enjoyed luxuries like beautiful vases and going to plays.</li><li>• know that the first Olympic Games took place in this period; this eventually inspired the modern Olympics, but the original games were a much shorter affair with just a few events.</li><li>• know that the conquests of Alexander the Great spread Greek ideas and culture across a wide area which influenced many peoples including the Roman Empire which conquered Greece in 31 BCE; the Roman Empire further spread Greek ideas and culture throughout what is now known as Europe, including to Britain.</li></ul> | <ul style="list-style-type: none"><li>• know that Ancient Egypt was one of the world's oldest civilisations and that was located along the River Nile.</li><li>• know that Ancient Egypt is considered to be a predominantly Bronze Age Civilisation.</li><li>• know that Sumer was one of the world's oldest civilisations; Sumer was located in Mesopotamia between two rivers, the Tigris and the Euphrates (see resource below).</li><li>• know that the Indus Valley civilisation lasted from around 3300 BCE to 1300 BCE.</li><li>• know that the two largest cities of the Indus Valley civilisation were Harappa and Mohenjo Daro.</li><li>• know that the Shang dynasty existed from 1600 BCE to 1046 BCE.</li><li>• know that the Shang dynasty was the first in China to develop writing, a key step forward in all four of the ancient civilisations; this writing influenced the writing that Chinese people use today.</li><li>• know that there are similarities and differences between the four ancient civilisations.</li><li>• know the locations of the four ancient civilisations on a map of the world.</li><li>• know that all four of the ancient civilisations developed some form of writing; they were all based around the floodplains of major rivers which made them good places of growing crops and raising livestock.</li><li>• know that all four of the ancient civilisations existed predominantly during the Bronze Age, meaning these used Bronze technology such as weapons and plates.</li><li>• know that all four ancient civilisations left behind evidence of their art, architecture.</li></ul> |
| <p><b><u>Key Vocabulary</u></b></p> <p>hand axe, hunter-gatherer, Mesolithic, Neolithic, Paleolithic, settlement</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b><u>Key Vocabulary</u></b></p> <p>Athens, civilization, culture, democracy, Olympics, Sparta</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b><u>Key Vocabulary</u></b></p> <p>Ancient, civilization, community, legacy, migration</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



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## History: Long Term Overview



Y4

### The Romans

What was the Roman empire and how did it impact Britain?

#### **CORE LEARNING (SKILLS & KNOWLEDGE)**

By the end of this unit, children will:

- know that the Roman Empire was enlarged by its powerful and well organised military; men from all over the empire joined the Roman army with a promise of money or land if they served in the army for 25 years; there were people of a variety of ethnicities within the Roman army.
- know that the city of Rome was the centre of the Roman Empire and it is today the capital city of Italy and that the Roman Empire mainly existed around a body of water called the Mediterranean Sea.
- understand hierarchy in Roman society and know that a large fraction of the people living in ancient Rome, probably more than ¼ at points, were enslaved people from across the Roman Empire; these enslaved people were at the bottom of the social hierarchy and had no rights; much of ancient Rome's economy was built on enslaved people doing work so that others did not have to.
- know how the Romans took influence from Greek architecture through buildings such as the Parthenon.
- know that before the first Roman invasion of Britain in 55 BCE, the people of the island that we now call Britain lived in small or large settlements and forts, including hill forts, in tribes or clans who probably raided neighboring tribes and clans to steal cattle and other animals; these clans or tribes were not unified in any way and would not have seen themselves as Britons.
- know that the reason for conquering Britain was partly for the metals that could be mined in Britain and used across the Empire; it was also considered an achievement to conquer Britain precisely because of how far away it was from Rome.
- know that the legacy of the Roman Empire is vast, from ideas in law (such as trial by jury, contracts, and civil rights) to government (many modern governments are influenced by the Roman republic); from architecture to engineering; from the Latin language to the spread of Christianity.

### The Anglo Saxons & Scots

Who were the Anglo Saxons and Scots and how did they change Britain?

#### **CORE LEARNING (SKILLS & KNOWLEDGE)**

By the end of this unit, children will:

- know the Scots were People from Ireland who, like the Picts, were fierce and powerful fighters.
- know the Anglo-Saxons were warriors that invaded Britain after the Romans had left Britain.
- know the Picts were Tribes originally from Scotland who were often feared.
- know that after the withdrawal of the Roman army at the beginning of the 5th century, tribes from the north called Picts and Scots intensified their raids on Britain.
- know that tribes from continental Europe called the Angles, Saxons, Jutes and others began arriving in Britain from what is now Germany, Denmark and the Netherlands, often coming into violent conflict with those living in Britain at the time; collectively historians refer to these settlers as Anglo-Saxons.
- know that people in Anglo-Saxon Britain lived mostly as farmers, and that this was hard work; some people were also very skilled craftsmen, making tools and beautiful jewellery from metal and toys and games from wood.
- know Anglo-Saxon influence can be seen in place names in Britain today. Wessex was a place named after the West Saxons who settled there. Sussex was named after the South Saxons. The kingdom of Mercia (which means border people) was named Mercia because it had so many borders with other kingdoms.
- know the religion of the early Anglo-Saxons was Paganism. They worshipped many gods. Festivals and sacrifices were made to the gods and goddesses.
- know at the end of the Anglo-Saxon period, Christianity became the main religion in Britain.

### The Mayans

What happened to the Mayan civilization and how did they live?

#### **CORE LEARNING (SKILLS & KNOWLEDGE)**

By the end of this unit, children will:

- know The Maya were a Stone Age society in Central America.
- know The Maya first appeared around 2000 BC, but their main period is from around 0 ad to around 1300 ad.
- know historians think the Maya were the most advanced society in America.
- know the Maya built up a huge trading empire and some of their cities grew to contain around 50,000 people.
- know The Maya also developed a complex calendar, and had a writing system based on hieroglyphs.
- know The Maya provided very accurate charts of the Moon as part of the yearly calendar.
- know that the Maya were the first civilization to play team games such as 'pok ta pok'. It was a ballgame using a rubber ball and the players could only hit the ball using their hips, elbows or knees. They were never allowed to use their hands, feet or head.
- know they also played 'pitz' which is played with a rubber ball ranging in size from that of a softball to a soccer ball, players would attempt to bounce the ball without using their hands through stone hoops attached to the sides of the ball court.
- understand that a severe, prolonged drought created an agricultural crisis that swept all of the Maya kingdoms into history is the most popular narrative for the fall of the ancient Maya, however there are other theories.



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|    | <b>Key Vocabulary</b><br>authority, conflict, empire, invasion, legacy, republic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Key Vocabulary</b><br>artefact, Christianity, conflict, invaders, pagan, settler                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Key Vocabulary</b><br>base 20, calendar, drought, glyphs, pok-ta-pok, scribes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Y5 | <b><u>The Vikings</u></b><br>Where the Vikings always vicious and victorious?<br><br><b>CORE LEARNING (SKILLS &amp; KNOWLEDGE)</b><br>By the end of this unit, children will: <ul style="list-style-type: none"> <li>know that more invaders from further north of the continent that we now call Europe began raiding Britain in 793.</li> <li>know that Viking long ships could travel far and quickly, powered both by the wind and by the people on board using oars; they could traverse oceans, row up rivers and were light enough to be carried across land where necessary.</li> <li>know that the Vikings raided Anglo-Saxon Britain as it was wealthy, accessible by sea and parts were poorly defended.</li> <li>know that in AD793 some Vikings attacked and destroyed the monastery of Lindisfarne, killing the monks and taking precious ornaments. This marked the start of a long struggle between the Anglo-Saxons and the Vikings for the control of Britain.</li> <li>know in the 9th century (AD801 - 900), King Alfred of Wessex stopped the Vikings taking over England.</li> <li>know he agreed to peace with them and some Vikings settled in their own area of eastern England, called the Danelaw</li> <li>know Vikings were not just fighters; many were skilled farmers, fishermen and craftsmen.</li> </ul> | <b><u>The Victorians</u></b><br>How did the industrial revolution and the Victorian era impact modern Britain?<br><br><b>CORE LEARNING (SKILLS &amp; KNOWLEDGE)</b><br>By the end of this unit, children will: <ul style="list-style-type: none"> <li>know that the Industrial Revolution is the name given to vast changes to the world that began in Britain and that accelerated the creation of the modern world as we understand it.</li> <li>know the Industrial Revolution involved a shift from an economy where the vast majority of people worked on farms and/or made things by hand to one where the majority of production of goods depended on machines, often in factories.</li> <li>know that at the start of the Industrial Revolution (circa 1750), around 15% of people in Britain lived in towns and cities; by 1900 around 85% lived in towns and cities.</li> <li>know that Queen Victoria was Britain's monarch during the Victorian era (from 1837 to 1901), the second-longest reign in British history after Elizabeth II.</li> <li>know that women faced discrimination during the Victorian era.</li> <li>know that the lives of children in Victorian Britain differed greatly depending on how wealthy their family was; children from poor families often had to work to provide money for their family or were given as apprentices to businesses when their parents could not afford to keep them; these apprentices worked long hours for little or no pay and received very little education.</li> <li>know that the first method of communicating complicated messages over long distances was the telegraph invented in 1837, just before the beginning of the Victorian era; this sent electrical signals along cables and people used a code to communicate with one another; messages that had taken weeks to arrive could now be sent in seconds.</li> <li>know that most people believe that the telephone was invented in 1876 by Alexander Graham Bell, a Scottish-born inventor</li> </ul> | <b><u>Liverpool &amp; The Slave Trade</u></b><br>What impact did the slave trade have in Liverpool?<br><br><b>CORE LEARNING (SKILLS &amp; KNOWLEDGE)</b><br>By the end of this unit, children will: <ul style="list-style-type: none"> <li>know that during the 18th century Liverpool was Britain's main slaving port.</li> <li>know between 1700 and 1807, ships from Liverpool carried about 1.5 million Africans across the Atlantic in conditions of great cruelty.</li> <li>know Liverpool dominated the trade during the second half of the 18th Century.</li> <li>To know the slaves were seen as commodities, rather than people.</li> <li>know how Liverpool and the waterfront has changed since the 18<sup>th</sup> century, including: politically, socially and economically.</li> <li>know what the 'Triangular Trade' is: British enslavers who sailed from ports such as Glasgow, Liverpool and Bristol to West Africa.</li> </ul> |



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|  |                                                                                                                             | <p>living in America, but there is evidence that other people contributed to the invention (retrieval).</p> <ul style="list-style-type: none"><li>• know that a telephone works by electricity sent along wires causing vibrations in a 'speaker' in the phone (retrieval).</li><li>• know that the radio was invented in 1895 by Guglielmo Marconi; radios work by sending signals through the air (called radio waves) which are received and turned into sound.</li></ul> |                                                                                                                |
|  | <p><b><u>Key Vocabulary</u></b></p> <p>Danelaw, longship, monastery, monk, Norse, raider, Scandinavia, settler, vicious</p> | <p><b><u>Key Vocabulary</u></b></p> <p>communication, industrial, invention, monarch, reign, revolution, work house</p>                                                                                                                                                                                                                                                                                                                                                      | <p><b><u>Key Vocabulary</u></b></p> <p>abolition, economic, empire, freedom, justice, slavery, trade route</p> |



# St. Cuthbert's Catholic Primary School

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Y6

### World War II

What were the consequences of World War II on Liverpool and the rest of the world?

#### **CORE LEARNING (SKILLS & KNOWLEDGE)**

By the end of this unit, children will:

- recognise some of the conflicts that have been discussed earlier in the history curriculum, including the wars between Athens and Sparta; Alexander the Great's wars of conquest; the wars of conquest of the Roman Empire; the conflict between the Anglo-Saxons and the Vikings; the battles of the Norman Conquest; the naval battle between the British fleet and the Spanish Armada; and the conflicts related to Britain's expansion of its Empire across the world.
- know that in 1939, Hitler's German army invaded the rest of Czechoslovakia; in September, Germany invaded Poland, and Britain and France declared war on Germany; Germany joined forces with other countries, notably Italy and Japan, and these countries were known as the Axis powers; these were opposed by the Allies, notably Britain, France and other countries, including those that joined the war later such as the USA.
- know that due to the fear of bombs being dropped on major towns and cities in Britain including Liverpool, 1.5 million children across the country were evacuated from towns and cities to live in the countryside, mostly with complete strangers who volunteered to take them in.
- know The May Blitz on Liverpool, 1-7 May 1941, was the most concentrated series of air attacks on any British city area outside London during the Second World War.
- know British women took on a variety of jobs during WWII, such as: mechanics, engineers, munitions workers, air raid wardens, bus and fire engine drivers.
- know that Holocaust is the term for the murder of around six million Jews by the Nazi regime during WWII.

### Civil Rights & Influential Human Icons

Emilie Pankhurst, Martin Luther King and Malala Yousafzai.

How did these notable figures contribute to civil and human rights?

#### **CORE LEARNING (SKILLS & KNOWLEDGE)**

By the end of this unit, children will:

- know that many of the most important thinkers in history have been people who disagreed with social hierarchies, believing that all people were equal in worth; this idea is known as equality.
- know that civil rights are guarantees of equal protections and social opportunities under the law of a given society or nation regardless of a person's race, religion, gender or any other characteristics; civil rights are an essential components of a democracy.
- know that democracy is a system in which the population of a territory has some power in the way in which the territory is run.
- know that feminism is a movement that seeks equality for women.
- know that Emmeline Pankhurst was a radical campaigner who contributed to the women's suffrage movement in Britain through courageous activism that sought to raise the profile of the cause through daring, and often illegal, acts.
- know that Martin Luther King Jr was an American civil rights icon who led the campaign for equality in America during the 1950s and 1960s, advocating peaceful protest and proclaiming the shared value and dignity of all people.
- know that Malala Yousafzai is a Pakistani activist for female education and the youngest winner of the Nobel Prize; she is commonly known by her first name alone.



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### Key Vocabulary

allies, axis, concentration camp, discrimination, evacuation, holocaust, military, Nazis, propaganda, rationing, The Blitz

### Key Vocabulary

activism, apartheid, civil rights, discrimination, human rights, resistance, segregation, welfare