



HISTORY

UPPER KEY STAGE 2

Substantive and Procedural Knowledge

World War II

Lesson 1: Why Did World War II Begin?

Substantive Knowledge

WWII started in 1939 when Germany invaded Poland.

Key causes include Treaty of Versailles, rise of Adolf Hitler, and failure of appeasement.

Procedural Knowledge

Develop timelines of key events.

Identify cause and effect relationships.

Vocabulary

invasion, treaty, dictator, appeasement, Allies

Greater Depth Task

Write an essay exploring whether WWII was inevitable.

Create a cause-and-effect diagram with supporting evidence.

Lesson 2: What Was Life Like During The Blitz?

Substantive Knowledge

The Blitz was the German bombing of UK cities from 1940-1941.

Civilians faced air raids, blackouts, and evacuation.

Procedural Knowledge

Use primary and secondary sources to describe civilian life.

Interpret photographs and eyewitness accounts.

Vocabulary

Blitz, blackout, evacuation, air raid, shelter

Greater Depth Task

Write a diary entry from the perspective of a child during the Blitz.

Analyse how the Blitz affected different social groups.

Lesson 3: How Did Evacuation Work?

Substantive Knowledge

Children and vulnerable people were evacuated from cities to countryside for safety.

Evacuation involved organisation and challenges.

Procedural Knowledge

Understand the purpose and process of evacuation.

Compare accounts of evacuees.



Vocabulary

evacuation, countryside, host family, safety, relocation

Greater Depth Task

Interview an older relative or research an evacuee story and present findings.
Write a balanced report on pros and cons of evacuation.

Lesson 4: What Was Rationing and Why Was It Necessary?

Substantive Knowledge

Rationing controlled food and goods to ensure fairness and support the war effort.
People used ration books and adapted diets.

Procedural Knowledge

Read and interpret ration books.
Understand the impact of rationing on daily life.

Vocabulary

ration, coupon, scarcity, fair share, home front

Greater Depth Task

Plan a week's meals using rationed items.
Write persuasive text encouraging rationing compliance.

Lesson 5: Who Were the Key Figures in WWII?

Substantive Knowledge

Important figures include Winston Churchill, Adolf Hitler, Franklin D. Roosevelt, and Joseph Stalin.
Their decisions shaped the course of the war.

Procedural Knowledge

Research and summarise biographies.
Compare leadership styles and impacts.

Vocabulary

leader, ally, dictator, strategy, conference

Greater Depth Task

Debate which leader had the most influence on the outcome of WWII.
Write a letter from one leader to another discussing war strategy.

Lesson 6: What Happened on D-Day?

Substantive Knowledge

D-Day was the Allied invasion of Normandy in 1944, a turning point in the war.
It involved complex planning and bravery.

Procedural Knowledge

Sequence events of D-Day.
Use maps to trace the invasion route.

Vocabulary

invasion, Normandy, Allied, landing, resistance

Greater Depth Task

Create a detailed annotated map of D-Day landings.
Write a speech from the point of view of a soldier preparing for D-Day.



Lesson 7: How Did World War II End?

Substantive Knowledge

WWII ended in 1945 with Allied victory in Europe and Japan's surrender after atomic bombs.

The aftermath shaped global politics.

Procedural Knowledge

Summarise the sequence leading to war's end.

Reflect on consequences of atomic warfare.

Vocabulary

surrender, victory, atomic bomb, treaty, peace

Greater Depth Task

Write a newspaper article about the end of WWII.

Discuss ethical issues related to the use of atomic bombs.

Lesson 8: What Were the Effects of WWII on Britain?

Substantive Knowledge

Post-war Britain faced rebuilding, social change, and the start of the Welfare State. Women's roles changed significantly.

Procedural Knowledge

Use sources to identify social and economic effects.

Draw conclusions about war's impact on daily life.

Vocabulary

rebuild, welfare, social change, economy, rationing

Greater Depth Task

Create a poster comparing Britain before and after WWII.

Write an essay evaluating whether WWII improved or harmed Britain.

Ancient Greece

Lesson 1: What Was Ancient Greece?

Substantive Knowledge

Ancient Greece was a collection of city-states like Athens and Sparta around 800–300 BC.

It influenced modern democracy, philosophy, and the Olympic Games.

Procedural Knowledge

Use maps and timelines to place Ancient Greece in history.

Compare features of different city-states.

Vocabulary: city-state, democracy, philosopher, Olympic, polis

Greater Depth Task:

Write a persuasive speech as an Athenian citizen explaining why democracy is important.



Lesson 2: What Was Daily Life Like in Ancient Greece?

Substantive Knowledge

Greeks had a rich culture including theatre, religion, and social classes. Men and women had different roles in society.

Procedural Knowledge

Interpret primary sources such as pottery and texts.
Describe daily life comparing social roles.

Vocabulary: citizen, theatre, mythology, agora, slave

Greater Depth Task:

Create a diary entry from the perspective of a Spartan child training for war.

Lesson 3: What Was Ancient Greek Religion?

Substantive Knowledge

Greeks worshipped many gods such as Zeus, Athena, and Apollo. They held festivals and built temples for their gods.

Procedural Knowledge

Explain the role of religion in daily life.
Compare Greek gods with gods from other cultures studied.

Vocabulary: god, temple, festival, myth, oracle

Greater Depth Task:

Write a myth explaining a natural phenomenon, inspired by Greek stories.

Lesson 4: What Was the Legacy of Ancient Greece?

Substantive Knowledge

Ancient Greece's ideas about democracy, art, and science influence the world today. Greek architecture and philosophy remain important.

Procedural Knowledge

Identify lasting impacts of Ancient Greece on modern society.
Use evidence to explain historical influence.

Vocabulary: legacy, architecture, democracy, philosophy, sculpture

Greater Depth Task:

Design a modern building inspired by Ancient Greek architecture and explain your design choices.

Kingdom of Benin

Lesson 1: What Was the Kingdom of Benin?

Substantive Knowledge

The Kingdom of Benin was a powerful West African kingdom from the 11th to 19th century.

It was known for its art, especially bronze sculptures.

Procedural Knowledge

Locate Benin on a map and timeline.
Understand the importance of kingdoms in African history.

Vocabulary: kingdom, Benin, bronze, Oba, Edo



Greater Depth Task:

Research and present on the role of the Oba (king) in Benin society.

Lesson 2: What Was Life Like in Benin?

Substantive Knowledge

People lived in communities ruled by chiefs and nobles.
Farming, trade, and crafts were important.

Procedural Knowledge

Use historical sources to describe everyday life.
Compare social structures with other societies.

Vocabulary: chief, noble, trade, craft, community

Greater Depth Task:

Write a day in the life of a craftsman in Benin, explaining their work and status.

Lesson 3: What Were Benin's Arts and Crafts?

Substantive Knowledge

Benin was famous for bronze plaques, ivory carvings, and textiles.
These artworks told stories and recorded history.

Procedural Knowledge

Analyse artefacts to understand their purpose.
Present findings about cultural heritage.

Vocabulary: bronze, plaque, carving, textile, heritage

Greater Depth Task:

Create your own artwork inspired by Benin bronze plaques, explaining the story behind it.

Lesson 4: How Did Benin Change Over Time?

Substantive Knowledge

The Kingdom of Benin changed due to European contact and colonialism.
British forces attacked Benin in 1897, leading to significant changes.

Procedural Knowledge

Use timelines to understand historical change.
Discuss the impact of contact and conflict.

Vocabulary: colonialism, invasion, empire, resistance, trade

Greater Depth Task:

Debate the effects of British invasion on the Kingdom of Benin: positive, negative, or both?



Leisure and Entertainment Through Time

Lesson 1: How Did People Spend Their Free Time in the Past?

Substantive Knowledge

Leisure activities have changed from ancient to modern times.
Pastimes included games, music, and festivals.



Procedural Knowledge

Compare leisure activities across periods.

Use sources like pictures and accounts to gather information.

Vocabulary: leisure, pastime, festival, game, entertainment

Greater Depth Task:

Create a timeline showing the development of a leisure activity (e.g., sports).

Lesson 2: What Were Victorian Pastimes?

Substantive Knowledge

Victorians enjoyed fairs, music halls, and board games.

Leisure reflected social class and technological advances.

Procedural Knowledge

Analyse social differences in leisure.

Compare Victorian leisure with today.

Vocabulary: Victorian, music hall, fair, class, board game

Greater Depth Task:

Write a newspaper article advertising a Victorian fair.

Lesson 3: How Has Sport Changed Over Time?

Substantive Knowledge

Modern sports have origins in traditional games.

The Olympic Games began in Ancient Greece and were revived in 1896.

Procedural Knowledge

Identify origins and changes in sports.

Discuss continuity and change over time.

Vocabulary: sport, Olympic, tradition, rules, athlete

Greater Depth Task:

Design your own Olympic sport, including rules and scoring.

Lesson 4: How Has Entertainment Evolved?

Substantive Knowledge

Entertainment has evolved from theatre and circuses to cinema and video games.

Technology has greatly influenced entertainment.

Procedural Knowledge

Trace entertainment through timelines.

Explain the impact of technology on leisure.

Vocabulary: theatre, cinema, technology, entertainment, evolution

Greater Depth Task:

Create a presentation showing how a particular form of entertainment has changed over 100 years.



Maya Civilisation

Lesson 1: Who Were the Maya?

Substantive Knowledge

The Maya lived in Central America from around 2000 BC to 1500 AD.
They built cities, developed a writing system, and made advances in astronomy.

Procedural Knowledge

Locate the Maya region on a map and timeline.

Use evidence to describe a civilisation.

Vocabulary: Maya, civilisation, glyph, pyramid, astronomy

Greater Depth Task:

Create a timeline of the Maya civilisation highlighting key achievements.

Lesson 2: What Was Daily Life Like for the Maya?

Substantive Knowledge

Maya society included farmers, artisans, priests, and rulers.
They had a rich culture including religion, festivals, and sports like Pok-A-Tok.

Procedural Knowledge

Compare roles and daily life within Maya society.

Use sources to understand cultural practices.

Vocabulary: priest, artisan, festival, Pok-A-Tok, ruler

Greater Depth Task:

Write a diary entry from the perspective of a Maya priest preparing for a festival.

Lesson 3: What Were Maya Achievements?

Substantive Knowledge

The Maya developed a complex calendar, writing system, and impressive architecture.
They built pyramids and observatories.

Procedural Knowledge

Analyse Maya achievements and their purposes.

Present findings using evidence.

Vocabulary: calendar, glyph, pyramid, observatory, architecture

Greater Depth Task:

Design a Maya-style pyramid and explain its significance.

Lesson 4: What Happened to the Maya?

Substantive Knowledge

The Maya civilisation declined before European arrival due to various possible reasons like warfare and drought.

Some Maya communities still exist today.

Procedural Knowledge

Discuss historical change and continuity.

Use evidence to suggest causes of decline.

Vocabulary: decline, drought, warfare, civilisation, continuity



Greater Depth Task:

Write a report discussing different theories about why the Maya civilisation declined.