

Progression through Historical Knowledge

Intent: Chronological, Critical and Conceptual

Heroes and Heritage in British History and the Wider World



Key Stage 1:

- Be aware of the past, using common words & phrases relating to time
- Fit people/events into chronological framework
- Identify similarities / differences between periods
- Use wide vocabulary of everyday historical terms
- Ask and answer questions
- Choose and use from stories and other sources to show understanding
- Understand some ways we find out about the past
- Identify different ways in which past is represented

Key Stage 2:

- Continue to develop chronologically secure knowledge of history
- Establish clear narratives within and across periods studied
- Note connections, contrasts and trends over time
- Develop the appropriate use of historical terms
- Regularly address and sometimes devise historically valid questions
- Understand how knowledge of the past is constructed from a range of sources
- Construct informed responses by selecting and organising relevant historical information
- Understand that different versions of the past may exist, giving some reasons for this

Overview of units taught

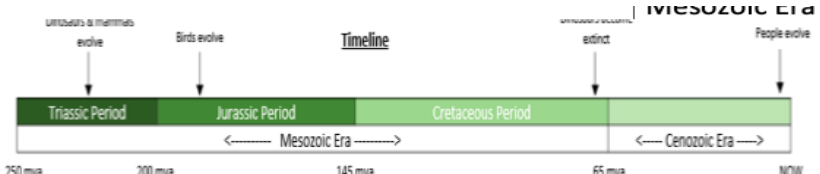
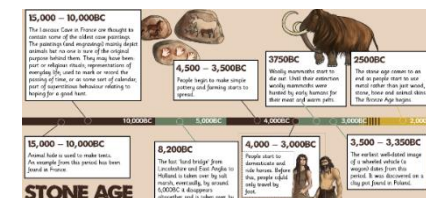
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Resource Base |
|------------|---|---------------------|---------------|--|-------------------------|-------------|---------------|
| Autumn 1 | Dinosaurs | Bronze and Iron Age | Ancient Egypt | Settlements – Romans/Celts/ Anglo Saxons | Kings and Queens Tudors | World War 2 | Dinosaurs |
| Autumn 2 | Stone Age | Wheels and Weapons | | | | | Stone Age |
| KS 1 NC | Pupils should be taught about: <ul style="list-style-type: none">• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]• Significant historical events, people and places in their own locality. | | | | | | |
| KS 2 NC | <ul style="list-style-type: none">• Changes in Britain from the Stone Age to the Iron Age• The Roman Empire and its impact on Britain• Britain’s settlement by Anglo-Saxons and Scots• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor• A local history study• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China<ul style="list-style-type: none">• Ancient Greece – a study of Greek life and achievements and their influence on the western world• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | | | | | | |

Conceptual Long Term Plan

| Year group | Lifestyle and society | Monarchy | Power and conflict inc Religion | Trade and Empire | BIG QUESTION |
|------------|--|---|--|---|---|
| Reception | | | N/A | N/A | |
| 1 | Dinosaurs lived during the Mesozoic era, Triassic, Jurassic and Cretaceous periods. Different diets. Ice age Stone Age – Hunter/ gatherers. | N/A | Dinosaurs were territorial, adapted for defence. Stone Age – tribes and territories Stone Age – weapons Religion – N/A | N/A | How did a meteorite change the world? |
| 2 | <p>Bronze Age Houses were in small settlements. Metal mined from the landscape. Impact of metal for tools and weapons on humans as previous weapons were made out of stone. First form of writing was developed.</p> <p>Iron Age Stronger metal used for weapons and more widely available. Society grew due to more materials available. Built hillforts and larger towns. Hillforts protected growing towns. Romans invaded Britain, end of Iron Age</p> <p>Castles were built for rich families to live in and your position within the castle depended on your place in the feudal system. Wheels and wings – invention of the power jet. History of Coventry.</p> | <p>Settlements had leaders.</p> <p>Iron Age – historians believe there were no monarchs however recent discoveries have led historians to believe there was an Iron Age Warrior King.</p> <p>William of Normandy 1066</p> | <p>Conflict between different settlements.</p> <p>Conflict between groups of people claiming materials and used for weapons. Power struggle between those who did and did not have weapons. Quality of weapons may have caused conflicts.</p> <p>Castles Medieval people followed the feudal system of living with the king having the power. Christianity was widely followed. Catholicism was practiced.</p> | <p>Bronze Age – boats were used to travel to carry goods to trade Rise in trade due to building boats.</p> <p>Castles Foreign trade began to increase either by sea or along great rivers that crossed the continent</p> | How did the metal ages effect our lives? |
| 3 | <p>Life in ancient Egyptian society revolved around the river Nile.</p> <p>River Nile used for irrigation.</p> <p>Importance of mummification.</p> <p>Hierarchical society including slavery and pharaohs viewed as Gods. Importance of pyramids.</p> | <p>Pharaohs were believed to have been granted power by the gods. Pharaohs ruled Egypt.</p> <p>Importance of pyramids.</p> | <p>Ancient Egypt was a fairly peaceful nation.</p> <p>Power conflicts within pharaohs to ascertain the title.</p> <p>Ancient Egyptians’ religion was based on gods and goddesses that were thought to control the lives of humans.</p> <p>Importance of pyramids.</p> | <p>The Nile was the main means of trade by boat.</p> <p>Empire – Egypt was once split into upper and lower Egypt. Kings ruled one part of Egypt until lower King was defeated. Trade was easier for those who lived near to the Nile.</p> | How did Egyptian Gods influence Egyptian society? |

| Year group | Lifestyle and society | Monarchy | Power and conflict inc Religion | Trade and Empire | BIG QUESTION |
|------------|---|---|---|---|---|
| 4 | <p>Romans from Italy stayed for four hundred years in Britain. The Romans left to defend Rome – why did they leave?</p> <p>Saxons and Vikings settled in Britain because of fertile land and useful natural resources. Anglo Saxons – where did they come from? Why did they want to invade? Why did each group come to invade?</p> <p>Settlements</p> <p>The lifestyle of Anglo Saxons to be focused on and how they lived in their settlements – plot the changes throughout the different settlements.</p> | <p>Julius Caesar – Significant individual in history.</p> <p>Claudius – the 4th Roman Emperor who started the conquest to occupy Britain 43AD.</p> <p>Boudica – Queen who revolted against the Romans. Army annihilated by the Roman legions.</p> <p>Anglo Saxon monarchy – thirteen kings</p> | <p>Who was there first? Celts were in Britain first. Romans invaded. Anglo Saxons and Vikings overlapped whilst invading Britain. Romans wanted to extend their empire whilst Anglo Saxons and Vikings were interested in natural resources and land. Who invaded who? Why were they fighting? Concept of invasion and conflict woven through the different</p> | <p>Hadrian's wall – built to mark the boundaries of the Roman empire.</p> <p>Romans wanted to extend their empire whilst Anglo Saxons and Vikings were interested in natural resources and land.</p> <p>Groups of different people were sailing and able to trade. This caused conflicts.</p> | Which invasion changed Britain the most? |
| 5 | <p>Tudor society took the form of a hierarchical system with the King at the top. Those at the top were rich and powerful while those at the bottom were poor and had no power at all.</p> | <p>Tudor family reigned for over a hundred years and there was a mixture of six kings and queens.</p> <p>What impact did the different monarchs have and what they were famous for?</p> | <p>War of the Roses which started the Tudor Era and led to the battle of Bosworth. The Tudor succession produced some of the most famous kings and queens in British history.</p> <p>Threat of foreign invasion led to increased coastal defences and armies.</p> <p>Catholicism was widely practiced until Henry VIII's break with Rome. He began the Church of England.</p> | <p>The discovery and exploration of the new world during this period was the beginning of future empires based on the trade of goods and slaves.</p> | How has crime and punishment changed since the Tudor era? |
| 6 | <p>Different society groups and how they were impacted by war.</p> <p>The economic impact on society after the end of WWII combined with the fall of the British empire.</p> | <p>George VI reigned UK and Winston Churchill was the Prime minister during the world.</p> | <p>Over the period of the two world wars, Britain struggled to hold its power over its empire.</p> <p>WWII – Hitler wanted Germany to rule over Europe.</p> <p>Hitler and the Nazi party sought to eliminate the Jewish faith in Europe and instigated the holocaust.</p> <p>The British Empire sought to instil Christianity in the colonies it took.</p> | <p>British trade across the empire.</p> <p>Ammunitions trade over the war.</p> | <p>"Lest we forget."</p> <p>For better or worse?</p> |

Year 1 History

| Year 1 | Dinosaurs (A1) and Stone Age (A2) | | BIG QUESTION: How did a meteorite change the world? | |
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| NC Objectives | Significant Events | Common Misconceptions | | Essential learning to be covered: |
| KS1 – Events beyond living memory that are significant nationally or globally KS1 - Develop an awareness of the past, using common words and phrases relating to the passing of time. | Meteorite hit the Earth 65 million years ago and led to dinosaurs’ extinction except the family of birds. | Dinosaurs did not exist Dinosaurs could fly Humans lived at the same time as dinosaurs Some dinosaurs lived in water | | Dinosaurs – approximately 6 weeks Dinosaurs lived during the Mesozoic era, Triassic, Jurassic and Cretaceous periods Chn to learn about the main dinosaurs from the different periods and to be taught similarities/differences between them. How dinosaurs adapted to changes Diet of dinosaurs - herbivore carnivore and omnivore Element of dinosaurs being territorial regarding one another and their land Meteorite hit the Earth 65 million years ago and led to dinosaurs’ extinction Briefly touch upon the Ice Age – impact of Ice Age  |
| | | Vocabulary <table><tr><td>Palaeontologist Archaeologist Petrified Excavate Fossil Herbivore Carnivore Omnivore Extinction/extinct Meteorite Mesozoic Era Jurassic Triassic Cretaceous</td><td>Neolithic Man/Woman Mammoth Hunters Survive Fur pelt Skara Brae Weapons Cave paintings Antler Handaxe Borer Hammerstone Extinct</td></tr></table> | | |
| Palaeontologist Archaeologist Petrified Excavate Fossil Herbivore Carnivore Omnivore Extinction/extinct Meteorite Mesozoic Era Jurassic Triassic Cretaceous | Neolithic Man/Woman Mammoth Hunters Survive Fur pelt Skara Brae Weapons Cave paintings Antler Handaxe Borer Hammerstone Extinct | | | |
| Historical Era | Significant People | | | |
| ‘Footprints from the Past’ Dinosaurs and leading to Stone Age | Mary Anning Jack Horner Core Value Champion Mary Anning – core value champion. Leading female archaeologist | Stone Age – approximately 5 weeks Chronology of where Stone Age fits into History Palaeolithic period Briefly explain how it goes from Ice Age then Stone Age The first humans evolved in Africa, then spread to other parts of the world. Humans were hunters and gathers and needed to survive Teach chn about the tools humans used and adaptations made to survive Woolly mammoths become extinct Earliest dated image of a wheeled vehicle – wagon and how people started to travel by horse instead of walking  | | |

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| | | | Spears | Cave drawings – what did they teach us? A historical source that we have learnt from |
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Year 1 History

| Year 1 | Dinosaurs (A1) and Stone Age (A2) | | | BIG QUESTION |
|---|-----------------------------------|--|------------------|---|
| Lifestyle and Society | Monarchy | Power and Conflict inc Religion | Trade and Empire | STICKY KNOWLEDGE |
| <p>The dinosaurs lived on Earth 248 million years ago in what was called the Mesozoic Era. This was split into the Triassic, Jurassic and Cretaceous periods – dinosaurs adapted and evolved to continent changes during these periods. Pangea – the Earth was originally one continent. Life all came from the same place. There were different types of dinosaurs. Some were herbivores, carnivores or omnivores.</p> <p>Chronology – ice age before stone age</p> <p>In Britain, the Stone Age was around 12,000 years ago. Stone age people were hunters and gatherers so omnivores. They lived in huts and caves. Cave drawings have been discovered which is a primary source showing how they lived.</p> | N/A | <p>Dinosaurs were territorial and were physically adapted to finding their food and defending their habitat e.g. stegosaurus had plates that changes colour to ward off predators.</p> <p>Stone Age people developed tools to hunt their food and protect their homes from wild animals.</p> | N/A | <p>Extinct group of animals who were on Earth for more than 150 million years. Dinosaurs lived on Earth 248 million years ago. This was called the Mesozoic Era.</p> <p>Dinosaurs lived on the continent of Pangea the name of the land mass as one continent – this changed throughout the Mesozoic era.</p> <p>Ruled the land long before humans did —some were very small but some were huge like the Diplodocus. Other well-known dinosaurs were the Tyrannosaurus-Rex, Stegosaurus, Brachiosaurus, Triceratops and Pterodactyl.</p> <p>Many familiar dinosaurs belonged to families of dinosaurs who were similar, for example there were many dinosaurs that were similar to a triceratops.</p> <p>Some dinosaurs ate meat (carnivores) whereas some only ate plants (herbivores).</p> <p>65 million years ago, an enormous meteorite hit Earth and killed all of the dinosaurs and this made all of the dinosaurs extinct.</p> <p>Palaeontologists study dinosaurs and search for bones and fossils to help us learn all about them. An archaeologist and a palaeontologist study different fossil.</p> <p>The Stone Age is the name given to the earliest period of human culture when stone tools were first used.</p> <p>In Britain, the Stone Age was a round 12,000 years ago. It has been generally believed that some of our Neolithic predecessors were:</p> |

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| | | | | people belong to a race of dark complexion. Prior to the Stone Age there was a period of time called the ice age |
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Year 2 History

| Year 2 | Bronze and Iron Age (A1) Wheels, Wings and Weapons (A2) | | BIG QUESTION How did the metal ages effect our lives? |
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| NC Objectives | Significant Events | Common Misconceptions | Essential learning to be covered: |

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| <p>Events beyond living memory that are significant nationally or globally.</p> <p>Significant historical events, people and places in their own locality.</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> | <p>The Bell Beaker Culture arrived in Britain.</p> <p>The Bell Beaker People introduced different types of weapons and jewellery into Britain.</p> <p>Stonehenge completed in Bronze Age.</p> <p>Iron Age: 100 BC</p> <p>First coins minted in Britain</p> <p>Rotatory quern used for grinding grain to make flour.</p> <p>Signing of the Magna Carta by King John 1215</p> <p>First Crusade began in 1096</p> <p>First aeroplane to fly</p> | <p>Lack of chronological understanding</p> <p>People have always been able to write</p> | | | <p>Bronze and Iron Age 4-5 weeks</p> <p>The Bell Beaker Culture arrived in Britain - Bronze first brought into Britain by the Bell Beaker People. The Bell Beaker People also introduced different types of weapons and jewellery into Britain.</p> <p>Houses – settlements - Rectangular thatched buildings</p> <p>Impact of metal on humans</p> <p>Weapons – how did they evolve from being made from bronze</p> <p>First form of writing developed</p> <p>People travelled to other countries and brought skills, tools and knowledge with them</p> <p>Iron Age:</p> <p>Stronger metal still used for weapons</p> <p>Hillforts – allowed hundreds of people to live in villages</p> <p>Larger towns – settlements started to expand</p> <p>More trade as people lived off their land e.g. crops/milk/wool/</p> <p>Romans invaded Britain leading to the end of Iron Age</p> <p>Wheels, Wings and Weapons 6-7 weeks</p> <p>History of Coventry</p> <p>Frank Whittle - inventing the turbojet engine – what is the impact on the world today? Has it helped the world or are there disadvantages?</p> <p>Amelia Earheart - first woman to fly solo across the Atlantic Ocean (1932)</p> <p>James Starley – country’s bicycle city – inventor – significant contribution</p> <p>Castles were built for rich men – lords or kings – and their family to live in. Castles protected them against enemies and kept them all, including horses and valuables, safe.</p> <p>Castles were built to protect countries against war.</p> <p>A significant war is the crusades that King Richard I of England first led. This was a religious war between the Christian crusades and Islamic faith.</p> |
| | | Vocabulary | | | |
| | | <p>Bronze</p> <p>Copper</p> <p>Smelt</p> <p>Urn</p> <p>Wattle and daub</p> <p>Migrated</p> <p>Weapons</p> <p>Culture</p> <p>Wealth</p> <p>Settlement</p> | <p>Iron</p> <p>Prehistoric</p> <p>Celts</p> <p>Hillfort</p> <p>Weapons</p> <p>Wattle and daub</p> <p>Archaeologist</p> <p>Druids</p> <p>God/Goddess</p> <p>Warrior</p> <p>Shield</p> | <p>Siege</p> <p>Defend</p> <p>Country</p> <p>Crusade</p> <p>Attack</p> <p>Location</p> <p>Feudal</p> <p>Peasants</p> <p>King Knight</p> <p>Servant</p> <p>Peace</p> <p>Recapture</p> <p>Tower</p> <p>Turrets</p> <p>Moat</p> <p>gatehouse</p> <p>Drawbridge</p> | |
| Historical Era | Significant People | | | | |
| Bronze Age | King Richard | | | | |
| | Queen Elizabeth II | | | | |
| Stone Age | Saladin | | | | |
| | Amelia Earhart | | | | |
| Medieval Era | Core Value Champions: | | | | |
| | Frank Whittle | | | | |
| | James Starley | | | | |

Year 2 History


| Year 2 | Bronze and Iron Age (A1) Wheels, Wings and Weapons (A2) | | | BIG QUESTION |
|-----------------------|---|---------------------------------|------------------|------------------|
| Lifestyle and Society | Monarchy | Power and Conflict inc Religion | Trade and Empire | STICKY KNOWLEDGE |

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| <p>Castles were built to protect rich families and for them to live in. Also for the monarch. Servants and members of the royal court and extended family lived in these castles and had different roles and jobs.</p> <p>Lifestyle depended on where you were in the feudal system – e.g. Lords and royalty had a more rich diet with lots of meat. Peasants lived in huts and slept on the floor. Knights were in service to the king and had to fight wars on his behalf.</p> | <p>A significant war to focus on is the crusades that King Richard I of England first led. This was a religious war between the Christian crusades and Islamic faith. Saladin, a great Muslim leader, fought to keep Jerusalem from being recaptured. Richard I (Lion heart) was known for his involvement in many wars and contrast with Saladin who attempted to fight the war peacefully. They signed a treaty which ended the crusade for a time.</p> | <p>Feudal system – this dictated a person’s position in society and it usually remained this way for their entire life. Monarch was the most important and it filtered down.</p> <p>Rule of law – whatever the monarch decreed filtered downwards. Sole power until the Magna Carta was forcibly signed by King John establishing that everyone was subject to law, including the monarchy.</p> <p>Conflict – attack and defence of a castle. Siege weapons and use of knights.</p> <p>Religious crusades</p> <p>Location and position of castles for defence from attack.</p> <p>In England religion was important to most people. At the time England was Christian and practised Catholicism. During the crusades the king sent his soldiers to try and capture Jerusalem for Christianity and convert the Muslim people.</p> | <p>After the fall of the Roman Empire, trade in Europe declined, roads fell into disrepair but during medieval times trade increased again. Most trade was now carried on water, either by sea or along the great rivers that crossed the continent.</p> <p>England’s biggest export was wool from the sheep that grazed on the land of the great feudal lords or the monasteries.</p> <p>Another item of high value which England produced was the famous Opus Anglicanum, exquisite pieces of embroidery destined for altar fronts and religious vestments, but also found as wall hangings in the homes of wealthy merchants.</p> <p>Slaves were also traded, though they were not owned in Northern Europe.</p> | <p>Castles were built for rich men – lords or kings – and their family to live in. Castles protected them against enemies and kept them all, including horses and valuables, safe. Castles were built to protect countries against war.</p> <p>Some castles were built on the sides of cliffs. This was so that the lord could protect his land from enemies coming from across the sea. Others were built to protect borders between countries with different rulers. They were often built on high ground. Kings and lords lived in castles along with their families and their staff.</p> <p>The castle’s keep is easy to find as it was the largest building standing in the heart of the castle. It was built higher than the rest of the castle so people inside could see out. Often the keep would be whitened to dazzle the eyes of attackers.</p> <p>Most castles had murder holes above the main entrance. Defending soldiers would throw different things down the holes at the attacking soldiers to put them off. Attackers had to get close to the castle to get in so they had to get under the murder holes to attack the main entrance. Items that would be used include: boiling water, hot ashes, parts of dead bodies. The gatehouse guarded the entrance of the castle or its town. The portcullis inside the gatehouse was extremely heavy and was used to seal off the entrance. Behind the portcullis would usually be a thick, heavy wooden door.</p> |
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Year 3 History


| Year 3 | Ancient Egypt | | BIG QUESTION |
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| Year 3 | Ancient Egypt | | BIG QUESTION |
| NC Objectives | Significant Events | Common Misconceptions | Sequence of learning |
| KS2 - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt | 6000 B.C Early people settled in the Nile valley. Old Kingdom 2000-1500 B.C Middle Kingdom 1500-332 B.C New Kingdom 1325 B.C 332 B.C End of the New Kingdom. Greeks began ruling. 1922 A.D Howard Carter discovered Tutankhamen's tomb Battle of Pelusium 526 BC. | That the Jewish/Hebrew slaves made the pyramids, it wasn't, it was the Egyptians who were paid workers not slaves. | Chronology – where do they fit into the timeline? Learnt before Lifestyle Ancient Gods – Pharaoh's image and value – Cleopatra Mummification Early written languages Hierarchy of society – slavery Nile – irrigation and importance – fertile land – housing/settlements Nile – trade |
| | | Vocabulary | |
| | | Irrigate Labour Deities Trade Export Import Exchange Afterlife Akhet Canopic jars Hieroglyphics Papyrus Pyramids Pharaohs Sarcophagus | |
| Historical Era | Significant People | | |
| 'Tomb Raiders' Ancient Egypt | Significant pharaohs – see sticky knowledge about pharaohs. Core value champion –Howard Carter Core Value Champion - Cleopatra | | |


| Lifestyle and Society | Monarchy | Power and Conflict, including religion | Trade and Empire | STICKY KNOWLEDGE |
|--|---|---|--|---|
| <p>Nile was central to Egyptian life as the surrounding areas were desert. It was used for:</p> <p>Water to irrigate the fields</p> <p>The main means of travelling and of transporting goods all by boat</p> <p>An important source of protein food when people caught fish</p> <p>The main building material was mud brick and most people lived in houses made of this material.</p> <p>Richer families had servants and slaves to look after their homes but the majority of people at the time were farmers working in the fields by the river Nile.</p> <p>Slaves were very important in ancient Egypt as a big part of the labour force and were forcibly made to build many of the pyramids and structures we can still see today.</p> <p>The Egyptians enjoyed games, story-telling, parties and music.</p> | <p>Who were the pharaohs?</p> <p>What were they famous for?</p> <ul style="list-style-type: none"> King Narmer was the first pharaoh ruled over Upper and Lower Egypt. Tutankhamun Amenhotep Rameses II (Rameses the Great). Cleopatra VII – The last true pharaoh | <p>Pharaohs – seen granted by power by Gods and linked humans and gods.</p>  <p>The Pharaoh Amenhotep III brought Egypt to its peak of power.</p> <p>The armies of Egypt were respected the world over for their discipline and training, but didn't have much experience of warfare. Egypt was a historically peaceful nation, ruled over by a single pharaoh and government, and usually only ever fought to repel invaders.</p> <p>Significant conflict - The Battle of Pelusium was a key factor in the collapse of the Egyptian Empire, and saw the country annexed (controlled) by the Persians until the arrival and re-conquering of the country by Alexander the Great two centuries later.</p> <p>The people of ancient Egypt developed their religion based on</p> | <p>Nile trade – the Nile was the main means of travelling and transporting goods by boat.</p> <p>Although most people were farmers, there were many other trades, carpenters, metal-workers, bakers, goldsmiths, boat builders.</p> <p>Trade was carried out by way of exchanging goods. For example, a farmer might exchange a basket of onions for a bag of charcoal, or a cow for a small boat.</p> <p>In order to fish and to transport goods from one place to another people had small boats made of papyrus stalks bound together. Bigger boats and larger ships were made of wood, which was mostly imported from Lebanon.</p> | <ul style="list-style-type: none"> It is a misconception of many and often portrayed in media, that the Ancient Egyptians were mostly white skinned, they were a predominantly black civilisation and this view needs to be challenged. The River Nile runs through Egypt and through many other countries in Africa. Most people live near the Nile, because the areas around it are mostly desert. The River Nile would flood every year and leave behind a rich soil. This was essential for growing food. A system of canals that led from the Nile were also used to water field in other areas. This is called irrigation. Boats were used to travel up and down the Nile to trade throughout the country. The papyrus plants around the river were used to make papyrus, which was the paper of the Ancient Egyptians. Famous Egyptian Pharaohs: <ul style="list-style-type: none"> Tutankhamun - Often called King Tut today, Tutankhamun is largely famous today because much of his tomb remained intact and we have one of the greatest Egyptian treasures from his rule. He became Pharaoh at the age of 9. He tried to bring back the gods that his father had banished. Amenhotep III ruled for 39 years of great prosperity. He brought Egypt to its peak of power. During his rule the country was at peace and he was able to enlarge many cities and construct temples. Ramses II - Often called Ramses the Great, he ruled Egypt for 67 years. Cleopatra VII - Cleopatra VII is often considered the last Pharaoh of Egypt. She maintained power by making alliances with famous Romans such as Julius Caesar and Mark Antony. Key Numbers: Over 700 Original hieroglyphs, 20 Years to build the Great pyramid of Giza, 140 Great Pyramid height in metres, 6853 Length of River Nile in km. |

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| | | <p>gods and goddesses and the powers that they had. There were roughly 2000 gods in the Egyptian religion. They had a deep belief in the supernatural and that their lives were controlled by their deities.</p> <p>There were a number of great public festivals, such as the celebration of the resurrection of Osiris, where thousands of people danced to the music of harps and flutes.</p> <p>The Pharaoh was believed to be part man and part god and had good relationships with the gods. The Pharaoh was believed to be the go-between Egyptian humans and the gods</p> | | |
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Year 4 History

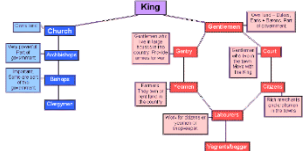
| Year 4 | Invaders and Settlers | | BIG QUESTION |
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| NC Objectives | Significant Events | Common Misconceptions | Sequence of learning |
| KS2 - the achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and an in depth study | 55BC to 43AD: Roman invasion. 410AD: Romans leave Britain. 449AD: Arrival of Anglo-Saxons. 550AD: Saxons settle in Britain. 793AD- First Viking invasion. 865AD: Great Viking army from Denmark invade England. 876AD: Vikings permanently settle. 954AD: Eric Bloodaxe thrown out of York. 1014: King Cnut (Canute) became King of England. 1042: Edward the Confessor (Saxon King). 1066: Battle of Hastings, Norman invasion, William the conqueror becomes King of England. | Vikings didn't have horns in their helmets. | Celts Romans Anglo Saxons and Vikings Romans from Italy – stayed for four hundred years Romans left to defend Rome – why did they leave? Saxons and Vikings settled in Britain – fertile land and useful natural resources Anglo Saxons – where did they come from? Why did they want to invade? Why each group came to invade? Settlements Lifestyle – Anglo Saxons to be focused on Hygiene – spoons and bowls How they lived in their settlements – comparison and change in houses |
| | | Vocabulary | |
| | | Invade Conquer Trade Import Export Plunder Kingdom Longship Pagans Pillaged Raid Monastery Settlement | |
| Historical Era | Significant People | | |
| “Who were the Celts, Romans, Anglo-Saxons and Vikings?” Celtic period to Anglo-Saxon/Vikings. | Boudicca Julius Caesar King Egbert William the Conqueror Core Value Champions- Alfred the great | | |

| Year 4 | Settlements | | | BIG QUESTION |
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| Lifestyle and Society | Monarchy | Power and Conflict, including religion | Trade and empire | STICKY KNOWLEDGE |
| <p>Celtic life: Celts or Britons lived in Britain before it was invaded. They lived in round houses with thatched roofs – they were made in the shape of circles, rather than with four walls. Many Celts were farmers, so they grew their own food and learned where they could gather nuts, berries and honey around their village.</p> <p>Romans in Britain: They brought their way of life with them. Over time, the people of Britain and the Romans mixed. The Britons began to live the Roman lifestyle and the Romans took on local customs.</p> <p>The Romans built new towns. These were often protected by walls and there was everything a citizen of Roman Britain would need inside - houses, shops, meeting spaces, workshops, temples and bathhouses.</p> <p>They also built grand country houses called 'villas'. These had many rooms, some with beautifully painted walls, mosaic floors and even central heating.</p> <p>People mainly lived in small villages of wooden houses with thatched roofs, much as they had before the Romans arrived.</p> <p>However, some wealthy Romans lived in villas and palaces. Villas were large farms with a big house for the owners. They had lots of servants and farm workers to help run the villa.</p> <p>Most of the Roman villas found by archaeologists are in the south of England.</p> | <ul style="list-style-type: none"> ● Boudicca - Boudicca is known for being a warrior queen of the Iceni people (a tribe of British Celts). In 60–61 CE she led the Iceni and other peoples in a revolt against Roman rule. Although her forces massacred some 70,000 Romans and their supporters, they were ultimately defeated. Upon her loss, Boudicca either took poison or died of shock or illness. ● Julius Caesar - invaded Britain twice: in 55 and 54 BC. On the first occasion Caesar took with him only two legions, and achieved little beyond a landing on the coast of Kent. The second invasion consisted of 628 ships, five legions and 2,000 cavalry. ● Claudius – Roman emperor who successfully invaded Britain a 100 years later. ● Egbert (Ecgherht) - first Saxon king to rule over all of Anglo-Saxon England. ● King Alfred – defeated Vikings but allowed them to settle, UK split into English and Vikings (Danelaw). | <p>Romans were first to invade Britannia, to make their empire as big and powerful as possible. They were also seeking natural resources, such as precious metals, slaves, and farmland. Britain had lots of materials including iron, lead, copper, silver, and gold that the Romans needed to support their growing empire and army.</p> <p>Romans left Britain in the 5th Century after 400 years of ruling there. In 410, the Romans left England because their homes in Italy were being attacked by fierce tribes and every soldier was needed back in Rome.</p> <p>Anglo-Saxons from Germany, Denmark and Netherlands invaded Britain after the Romans left because they thought the people who lived in Britain were weak, so they thought they would be easy to beat without the Romans around. Also their land flooded a lot so they were looking for new land to farm animals on. There was many battles with the Britons until they took control and ruled for about 500 years.</p> | <p>Anglo-Saxon kingdoms:</p>  <p>The map shows the following kingdoms: Northumbria (green), Mercia (purple), East Anglia (yellow), Wessex (orange), and Sussex (light orange). It also labels the Irish Sea, North Sea, English Channel, and various cities like London, York, and Winchester.</p> <ol style="list-style-type: none"> 1. Kent, settled by the Jutes (Anglo-Saxons). Ethelbert of Kent was the first Anglo-Saxon king to be converted to Christianity. 2. Mercia, whose best-known ruler, Offa, built Offa's Dyke along the border between Wales and England. This large kingdom stretched over the Midlands. 3. Northumbria. 4. East Anglia, made up of Angles: the North Folk (living in modern Norfolk) and the South Folk (living in Suffolk). 5. Essex (East Saxons). Here the famous Battle of Maldon was fought against the Vikings in 991. 6. Sussex: the South Saxons settled here. 7. Wessex (West Saxons), later the kingdom of King Alfred, the only English king ever to have been called 'the Great', and his equally impressive grandson, Athelstan, the first who could truly call himself 'King of the English'. | <p>Romans, Anglo-Saxons and Vikings' is the longest British period in the primary history curriculum, lasting a thousand years. It was when the country experienced several waves of invasion, including the last invasion to have been successful, in 1066. It both begins and ends with an invasion: the first Roman invasion in 55 BC and the Norman invasion of William the Conqueror in 1066. Add 'in between were the Anglo-Saxons and then the Vikings'.</p> <p>During this 1000-year period there was constant shifting of boundaries. Different cultures met and clashed time after time. Spiritually, the British moved from a people worshipping Celtic pagan gods at the start of the period to a nation of Christians at its end.</p> <p>Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They invaded as many different tribes and each took over different parts of Britain. Each group of Anglo-Saxon settlers had a leader or war-chief. A strong and successful leader became 'cynning', the Anglo-Saxon word for 'king'.</p> |

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| <p>Anglo-Saxon life: Most Anglo-Saxons were farmers and lived off the land. They were able to make equipment such as ploughs and tools to help them in their work. They would grind wheat to make flour so they could make bread. Some Anglo-Saxons were skilled craftsmen who made decorative jewellery such as brooches and necklaces.</p> <div data-bbox="145 414 526 667"> <p>Anglo-Saxon daily life These images help to tell us more about Anglo-Saxon daily life</p>  <p>The Saxon brooch replica</p> <p>The Saxon wooden cup replica</p> <p>The Saxon comb replica</p> <p>The Saxon horn cup replica</p> <p>The Saxon coin replica</p> <p>Saxon toilet set replica</p> </div> <p>Vikings in Britain: Their long ships brought families who settled in villages. There were farmers, who kept animals and grew crops, and skilful craft workers, who made beautiful metalwork and wooden carvings. Everyone lived together in a large home called a longhouse. The Vikings also brought with them their way of life and beliefs.</p> | <ul style="list-style-type: none"> • Athelstan - Alfred's grandson, became the first true King of England. He led an English victory over the Vikings at the Battle of Brunaburh in 937, and his kingdom for the first time included the Danelaw. • King Cnut - king of Denmark as well as of England. A Christian, he did not force the English to obey Danish law; instead he recognised Anglo-Saxon law and customs. <p>William the conqueror – defeated the Vikings in the battle of Hastings.</p> | <p>The first Viking invasion was in AD793. They came from Scandinavia. The Vikings invaded Britain for multiple reasons: they saw targets of opportunity; they wanted to capitalize on the disorder in Britain; they were sometimes paid money for certain conquests; they were settling land for their own purposes (mainly to farm as more fertile land); and they hoped for reward in Valhalla. They were defeated during their final invasion in 1066 when William the conqueror led Britain to victory at the battle of Hastings, he then became King of England. But a lot of the Vikings didn't leave.</p> <p>The Celtic religion was closely tied to the natural world and they worshipped gods in sacred places like lakes, rivers, cliffs and bushes. The moon, the sun and the stars were especially important too. The Romans worshipped many Roman Gods and Goddesses. The Anglo-Saxons were pagans but most converted to Christianity. Vikings were pagans.</p> | <p>By 850 AD the seven kingdoms had been consolidated into three large Anglo-Saxon kingdoms: Northumbria, Mercia, and Wessex.</p> <p>Some Anglo-Saxons traded in luxury items such as wine from France, Pepper and spices from Asia and the Middle East and silk and gems from Italy and Spain, Coptic bowl from Byzantium (Turkey) and amber beads from the Baltics. Most of the Anglo-Saxons bartered for what they needed and very rarely exchanged coin.</p> | |
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Year 5 History

| Year 5 | Tudors | | BIG QUESTION |
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| NC Objectives | Significant Events | Common Misconceptions | Sequence of learning |
| An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 | War of the Roses 1485 Battle of Bosworth Spanish Armada, 1588 | | Tudor society took the form of a hierarchical system with the King at the top. Those at the top were rich and powerful while those at the bottom were poor and had no power at all – drawing links on prior learning. Tudor period – six kings and queens – order of monarchy – focus on Henry VIII – six wives – religion aspect – Power and conflict Way the world was opened up – Queen Elizabeth – Frances Drake – comparison to life now Lifestyle – comparison to prior eras |
| Historical Era | Significant People | Vocabulary | |
| Tudor period | Henry VII Henry VIII Elizabeth I William Shakespeare Core Value champion- Elizabeth 1 | Houses of York and Lancaster Monarch Nobles Heir Reign Monarch Church of England Catholic Protestant Reformation Pope Hierarchy | Court Commoner Peasants Divorce Execution Gallows Treason Invasion Colonies Trade Import Export Tudor period – medieval army – invasion – powerful ships and protection from threat and invasions Monarchy throughout the Tudor period – what have they done for our country? Crime and punishment |

| Year 5 | Tudors through to Victorians | | | BIG QUESTION |
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| Lifestyle and Society | Monarchy | Power and Conflict inc Religion | Trade and Empire | STICKY KNOWLEDGE |
| <p>The Tudor family reigned for over 100 and were a mixture of 6 kings and queens.</p> <p>King Henry VIII is well known for having six wives.</p> <p>Tudor society took the form of a hierarchical system with the King at the top. Those at the top were rich and powerful while those at the bottom were poor and had no power at all.</p>  <p>For most people the quality of daily life improved steadily throughout the 16th century.</p> <p>With several palaces and a large annual progress, the royal court was quite visible to many commoners. The court became famous for intrigue, gossip and the way in which families could become more prosperous.</p> | <p>Religion was an important part of Tudor life. England was initially Catholic until the split from the Catholic Church in Rome and Henry VIII became Protestant and created the Church of England so he could divorce his first wife. Breaking with Rome brought the danger of invasion from Catholic Europe.</p> <p>People were taught by the church that their position in life was determined by God; if you were born poor there was little chance of you becoming rich.</p> | <p>The Tudor era began when Henry VII won in the War of the Roses at the Battle of Bosworth. He joined the houses of Lancaster and York through marriage to Elizabeth of York.</p> <p>Henry VIII and Elizabeth I are two of the most well known monarchs in English history.</p> <p>The Tudor period saw the gradual evolution of England's medieval army into a larger, firearm-wielding force supported by powerful ships and formidable gun forts to protect the country from the threat of invasion.</p> | <p>On a world stage this was the period in which the New World of the Americas was colonised by European nations. The voyages of discovery led to more wars, piracy and privateers. It also led to new types of produce being available in England and Europe. Trade developed quickly and the colonial ambitions of many powerful nations saw the beginnings of Empires that would dominate world affairs for the next 300 years.</p> <p>16th Century – the slave trade as we know it was stated after Spain and Portugal reclaimed land in North Africa. Slavery was illegal in England at this time.</p> | <p>Henry brought together the houses of York and Lancaster (Tudor) into a peaceful time, with no more warring between them. This started the reign of the Tudor family as Kings and Queens of England for over the next 100 years.</p> <p>Religion was very important in Tudor times. Everyone had to go to church. If you didn't attend the same church as the monarch you might get arrested, thrown into the Tower of London, or even executed. Henry VIII created the Church of England so that he could divorce his first wife Henry VIII broke away from the Catholic church and created the Protestant Church of England so that he could divorce his first wife. He went on to have six wives, beheading two of them. There were six Tudor monarchs who ruled England from 1485 to 1603. Tudor England had 2 of the strongest monarchs ever to sit on the English throne: Henry VIII & his daughter Elizabeth I.</p> <p>In 1485 there was a huge battle between two armies in a field at Bosworth, near Leicester. On its flags one army showed the White Boar and White Rose of the York family, which was the symbol of King Richard III. The other army's flags showed the symbols of the Red Dragon and the Red Rose of the Lancaster family. At the head of this family was Henry Tudor. Richard had 6000 men in his army with promise of another 3000 men from another Lord.</p> <p>Elsewhere in the world....</p> <p>The Moors of North Africa conquered southern Spain and Portugal in the 8th century. By the 11th century Spain and Portugal had begun reclaiming the land as settlements in their own countries. Many Black Africans remained but were subjected to servitude under new laws. By the 16th century, Black Africans were being transported by Spain and Portugal as slaves and began the slave trade or trade triangle, as we know it now. English privateers (pirates) would intercept ships before they arrived in the Americas and would bring those Africans back to the UK – having not paid for the people, they were not technically engaging in the slave trade.</p> <p>At the time of Elizabeth I's rule, slavery was still illegal in England. Because of the ongoing battles with the Spanish and Portuguese (who had laws enabling slavery of Africans in their countries), Elizabeth decided that she would refuse</p> |

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| | | | | <p>to follow their lead. Hundreds of Black people lived in England during Tudor times – lots worked in the textile industry (England's main industry during tudor times) and some had high level work - John Blanke was a professional trumpeter in the court of Henry VIII – this was seen as a prestigious job. Many Africans arrived in England through migration routes for work. Some came with their employers from southern Europe to homes held by wealthy business men and royalty in England. Do you think there was racism at the time?</p> <p>There was however, the same kind of racism from some that we might hear now (opportunity to discuss hate speech / far right rhetoric and why it is not ok) – Royal Warrants were requested repeatedly to remove Black Mores (blackamoors) from 'Westminster' because they were taking Londoner's jobs. The issue raised was that Black Africans were able to come as free men and in some cases were holding higher status than some Englishmen who were still 'serfs' because of our old feudal / class system. Wealthy English did not like this and petitioned to have them removed from the UK. Eventually, Elizabeth I agreed to allow 89 Blackamoors to be swapped for English prisoners in Spain as compromise and to appease the xenophobic members of parliament. It is important to note though, in all written records of this event – the Blackamoors were described as commodities rather than people. Was the Tudor society fair?</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-the-story-of-black-migrants-in-england-in-tudor-times</p>  |
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Year 6 History

| Year 6 | World War 2 | | BIG QUESTION |
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| NC Objectives | Significant Events | Common Misconceptions | Sequence of learning |
| KS2 A local history study tracing how several aspects of national history are reflected in the locality. | Core value champions - Anne Frank Oskar Schindler Irena Nicholas Wintern The London Blitz 7th-11th Dec 1940 Japan bombs Pearl Harbour, Hawaii. USA declare war on Japan, Germany and Italy 6th June 1944 D-Day. British, Canadian and US Troops land in Normandy France. 8th May 1945 Britain celebrates the victory in Europe (VE day) 6th Aug 1945 First atomic bomb dropped on Hiroshima, Japan by USA 1st Sep 1945 Japan surrenders. WWII officially ends. | | Start with British Empire – looks like at this point Brief history of World War 1 – Britain found it difficult to hold onto empire – allies Why did World War 2 start? Religion Conceptual map Lifestyle – change during the war – farmers – time of austerity – how did that change life? Evacuation/ration Impact on life after the war |
| Historical Era | Significant People | Vocabulary | |
| “Lest we forget.” For better or worse? The World Wars and the British empire | | Axis Powers Allies Powers Blitz Evacuee Rationing Refugee Invasion Chancellor Home Guard The Holocaust Fuhrer President Communism Victory Surrender Democracy Nazi | |

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| Year 6 | World War 2 | BIG QUESTION |
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| Lifestyle and Society | Religion | Power and Conflict inc Religion | Trade | STICKY KNOWLEDGE |
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| <p>Age of Austerity. One of the key challenges facing the UK after the wars was the economic position of the country. The national debt had risen considerably.</p> <p>One in three houses had been destroyed by bombing whilst factories and shops had also been destroyed in large numbers.</p> <p>food supplies were still a problem. Rationing remained in place for another 10 years.</p> <p>Britain suffered 264,433 military and 60,595 civilian deaths during the war. Many others were physically and mentally scarred by the war and unable to resume normal life.</p> | <p>thought that they were doing the right thing by taking the British government and Christianity to the rest of the world, ending slavery and barbaric traditions and bringing 'civilisation' and an international 'Pax Britannica', or 'British peace.</p> <p>The Holocaust (Shoah) is the term for the murder of around six million Jews by the Nazi regime and their collaborators during the Second World War.</p> | <p>After the World War One it became increasingly difficult for Britain to hold on to the Empire.</p> <p>WWII was a battle between two groups of countries- The Allied Powers and the Axis Powers. Together with the Nazi party, Hitler wanted Germany to rule Europe.</p> <p>The bombing of London, known as the blitz lasted for 57 consecutive nights. The battle of Britain was the first military campaign fought solely in the air.</p> | <p>The British empire benefitted the country with new foods and rare materials. Black people and exports from predominantly Black countries have shaped British society.</p> <p>During the war the Britain benefitted from imports of goods and weapons from its empire.</p> | <p>WW1- British empire https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z749xyc</p> <p>Britain has invaded 90 per cent of the world, according to research and the British empire stretched into every part of the world. The advantages of the former empire are a multicultural society - the UK still reaps the benefits of the new foods and rare materials that were brought to England at this time, from Indian and Chinese food to tea. Black people and exports from predominantly Black countries have shaped British society. WWII was a battle between two groups of countries- The Allied Powers and the Axis Powers. The major allied powers were Britain, France, Russia, China and the USA. The major Axis powers were Germany, Italy and Japan. Together with the Nazi party, Hitler wanted Germany to rule Europe. To gain more land and power, on the 1st Sep 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declare war on Germany-WWII had begun. The bombing of London, known as the blitz lasted for 57 consecutive nights. Hitler wanted to quash the British spirits so they would surrender. The battle of Britain was the first military campaign fought solely in the air. Both allies and the axis powers used propaganda posters to boost the moral at people at home and those fighting. It was also used to decrease the moral of the enemy.</p> |

| Leaders | |
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| 1 | Adolf Hitler Leader of the Nazi Party and Chancellor of Germany, 1933 - 1945 (also referred to as the Führer meaning leader) |
| 2 | Winston Churchill UK Prime Minister, 1940 - 1945 (and again from 1951 - 1955) |
| 3 | Neville Chamberlain UK Prime Minister, 1937 - 1940 (infamous for failed attempts to satisfy Hitler's demands prior to the war) |
| 4 | Franklin D. Roosevelt US President, 1933 - 1945 (took the US into the war following the Pearl Harbor attacks) |
| 5 | Harry S. Truman US President, 1945 - 1953 (responsible for the decision to drop Atomic bombs on Japan) |
| 6 | Joseph Stalin General Secretary of the Communist Party and Leader of the USSR, 1929 - 1953 |



Sticky Knowledge:

WW2- The British Empire and commonwealth

The British Empire after 1924

After the World War One it became increasingly difficult for Britain to hold on to the Empire. It became clear that:

- Britain could no longer afford an empire.
- Britain had no right to rule people who did not want to be ruled by Britain.
- Britain realised that the Royal Navy was not strong enough to protect all the Empire anywhere in the world.

Attitudes of Empire

At this time Britain regarded itself as 'ruler of the waves'. The songs 'Rule Britannia' and 'Land of Hope and Glory' serve as evidence of this belief. Most British people at the time thought that they were doing the right thing by taking the British government and Christianity to the rest of the world, ending slavery and barbaric traditions and bringing 'civilisation' and an international 'Pax Britannica', or 'British peace'. The British generally felt that the way they lived their lives was the right way. They believed that colonising various countries was a means of helping others to become like Britain and therefore improve.

However, not all British people felt this way; there were groups within society who believed that Britain controlling other countries was wrong. Some people argued that colonies had their own cultures and traditions before the arrival of the British. Therefore, trying to impose a different way of life or religion on people was wrong.

1939-45- Troops from the British empire play a crucial role. Around 2,600,000 men and 100,000 women actively serve in the war. There are 1,200 in the Caribbean regiment; 5,500 in the RAF as ground crew; 300 Africans and Caribbeans in the RAF as air crew; 13 Victoria Crosses are awarded to "colonial soldiers"; and the UK imports huge quantities of grain, tea, fish and other commodities from the British empire. Understand why black and Asian Commonwealth troops joined up and to begin to understand the significance of the Commonwealth contribution to World War Two. Around 10,000 Caribbean men and women joined the British armed forces, working behind the scenes and on the frontlines to defeat the Nazis. 1948 The Commonwealth began with the independence of India in 1947. It included countries that had previously been part of the British Empire. Many of these countries had sent troops to fight in Europe during World War Two. There

A snapshot of the British Empire in 1922



are now 54 member countries spread through Africa, Asia, the Caribbean, Europe, the Mediterranean, North America and the Pacific. Its 1.7 billion people are over a quarter of the world's population. Over half are young people aged 25 or under. Equality, justice and democracy are the core beliefs of the Commonwealth. The second Monday in March every year is Commonwealth Day. Around 10,000 Caribbean men and women joined the British armed forces, working behind the scenes and on the frontlines to defeat the Nazis.

The Holocaust (Shoah) is the term for the murder of around six million Jews by the Nazi regime and their collaborators during the Second World War.

Between 1941 and 1945, the Nazis sought to eliminate the entire Jewish community of Europe. Jews were murdered by death squads called [*Einsatzgruppen*](#) or transported to [extermination camps](#). Six million of the eleven million European Jews perished. The Holocaust mainly occurred in Eastern Europe, in places such as Poland and Ukraine.

The term 'Holocaust' can also refer to the orchestrated murder of Roma. [Other groups](#) were also targeted by the Nazi regime: disabled people, Soviet Prisoners of War and civilians, Polish civilians, homosexuals, socialists, communists and trades unionists, Freemasons and Jehovah's Witnesses.

The Nazis did not act alone. Countries which were occupied by the Nazis during the Second World War, such as Lithuania and the Ukraine, assisted the perpetrators.

<https://www.theholocaustexplained.org/what-was-the-holocaust/>