

**Title of Rubric:****KS3: War and Peace: History of Conflict Resolution**

<b>Subject curriculum intent:</b>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>			
<b>End of KS3 intent/outcome</b>	<b>End of KS4 intent/outcome</b>	<b>End of KS5 intent/outcome</b>		
To be able to identify similarities and differences between periods of war and now.	To be able to vocabulary relating to past and present. To be able to identify and demonstrate different ways to research information.	N/A		
Intent for this topic:	For pupils to be able to identify key conflicts and their resolutions throughout history in chronological order. For pupils to be able to identify similarities and differences from times of conflict and present.			
<b>Core vocabulary needed for this subject/topic:</b>	Past, present, changes, differences, similarities			
<b>Vocabulary pupils will have accessed in other topics or subject areas:</b>	Rights, democracy			
Key vocabulary taught within this topic:	War, peace, conflict, resolution, treaty, disagreement, agreement, death, army, conscripts, leader			
<b>Prior knowledge: what pupils may already have studied</b>				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?

3	History	Britain's changing landscape (iron age to present)	Year 3 – Autumn 1	Changes of borders through invasion. Peaceful treaties to end conflicts.
4	History	Rights and Liberty: Including Women's Suffrage	Year 3 – Autumn 1	Protecting human rights.
4	History	Crime and Punishment	Year 3 – Summer 1	Consequences.
	PSHE	Recognising and celebrating our differences		Acceptance of other cultures and identities. We have a right to our own choices.
	PSHE	The United Convention on the rights of the world – realising my rights		Right to feel safe. How the governments and international organisations protect us and our rights.

Links to other subjects: PSHE – democracy, individual differences, our rights.

**Key themes:**

- WWI
- WWII
- Russia - Ukraine Conflict
- NATO and its role in times of conflict.
- The Treaty of Versailles and The Potsdam Agreement

**RRS Articles: Article 13-**I have the right to find and share information.

**Article 17-** I have the right get information in lots of ways, so long as it's safe.

	B2 P 5-6	B2 P 7-8	B2 Step 1	B2 Step 2
<b>Key learning: War and Peace: History of Conflict Resolution</b>				
<b><u>Subject specific knowledge</u></b>	<p>Can show some understanding that past is an event that has already happened i.e. WW1 <b>was</b> over 100 years ago.</p> <p>Can show some understanding that present is what is happening now i.e. The conflict in Russia is happening now.</p> <p>Is able to understand terms past and present where difference is marked.</p>	<p>Knows terms past and present and can categorise items as belonging to past / present.</p>	<p>Knows differences in features from past and present.</p> <p>Is able to understand and use common words / phrases relating to time: past, present, future, before, after, a long time ago etc.</p>	<p>Knows that the past can be divided into different time periods and use dates to support this i.e. Treaty of Versailles - Late Modern Period, Formation of NATO - Contemporary history</p> <p>Is able to understand what evidence is used to make historical claims about this time i.e. historical records, photographs, media - newspapers, radio recordings.</p>
<b><u>Subject specific skills</u></b>	<p>Is beginning to sort objects and pictures into past and present by grouping via familiarities i.e. weapons - guns, tanks, planes.</p> <p>Is able to identify an object from past or present using symbols/key words from a choice of three/four i.e. Lancaster Bomber, Eurofighter Typhoon</p> <p>Is able to sort pictures of past and present; naming each independently.</p> <p>Can identify a difference in a picture of then and now.</p>	<p>Is able to identify at least two changes from the past to now i.e. forms of weaponry, solutions to disagreements.</p> <p>Can compare old and new objects and state differences / similarities with some support.</p> <p>Can observe and comment on changes over a long (marked) period of time. i.e. formation of international groups for peace - League of Nations, NATO, UN.</p> <p>With prompts, can recount episodes from historical events / time period i.e. Assassination of Archduke</p>	<p>Can place events / artefacts in chronological order with some support.</p> <p>Can use simple vocabulary that shows sense of chronology i.e. WW2 was 21 years <b>after</b> WW1.</p> <p>Can state simple differences between life in past and present i.e. Present day at peace, not under threat, no rationing or carrying gas masks with you.</p> <p>Is able to identify some key events from the past that caused changes to inter-country relations i.e. Forming of NATO, forming of UN.</p>	<p>Can create a timeline chronologically with key events and dates from significant conflicts and their resolutions i.e. WWI (1914-1918). Treaty of Versailles (28<sup>th</sup> June 1919).</p> <p>Can name the key changes in peacekeeping stratagems i.e. League of Nations, NATO, UN</p> <p>Can identify key events in history i.e. WWI. WWII</p> <p>Can explain how their life is different to those in the past i.e. rationing - freedom to buy more products</p> <p>Is able to suggest reasons as to why they categorise something as old / new or from the past / present i.e. types of machinery, levels of rights/freedom.</p> <p>Is able to use books, internet and ICT software, going beyond simple observation to answer questions about the topic i.e. researching key events and people relating to topic.</p>

	Is able to observe pictures artefacts of war through history with interest.	Franz Ferdinand, start of WW1, invasion of Europe, counter-offense, peace, Treaty of Versailles.		
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### Key Learning: War and Peace: History of Conflict Resolution

#### **Personal development**

Team work - working together as a team.  
 Problem solving - solving problems.  
 Communication skills - using voice, signs to communicate facts and opinions.  
 Self-management.  
 Self-belief.  
 Respect.  
 Self-awareness.  
 IT skills.

#### **Suggested activities**

Make a timeline of key conflicts and resolutions i.e. WWI (1914-1918). Treaty of Versailles (28<sup>th</sup> June 1919)

Role play

Character cards - Country leaders i.e Winston Churchill, Adolf Hitler. Soldier. Soldier's family.

Explore artefacts and objects

Explore pictures - similarities / differences

Ask it session

- What current conflicts do we know of?
- What past conflicts have we heard of?
- Are there any significant historical buildings or monuments linked to these wars in the local area? i.e Cenotaph
- Is training and funding to defence still important when not in times of conflict?
- Who 'starts' a war?
- Why do you think conflicts start? i.e Wanting more land / resources / historical 'rights' / disputes between leaders.
- What impact could a conflict have on us?

#### **Online resources**

[Animated Map Shows How World War I Changed Europe's Borders - YouTube](#)

[World War I: Summary, Causes & Facts - HISTORY](#)

[World War II - Military technology and firepower of European forces | Britannica](#)

[NATO | Founders, History, Purpose, Countries, Map, & Facts | Britannica](#)

[Impact of Russia's invasion of Ukraine on the markets: EU response - Consilium \(europa.eu\)](#)

[The League of Nations | UN GENEVA](#)

#### **Evidencing Work**

Work sheets

Pictures

PowerPoints

Research