



History Progression Map Year 5

	Spring 1/Spring 2	Summer 1
Topic	WW2	Ancient Greece
Learning Objective (from DC Pro)	<ul style="list-style-type: none">• I can understand why some civilisations have been successful and why others have not.• I can choose reliable sources of information about the past.• I can give my own reasons why an event occurred backed up by evidence.• I can describe how events in the past have influenced life today.• I can begin to make use of dates and terms to structure my work.• I can evaluate sources and identify those that are useful to the task.• I can plan and present a self directed project about the studied period.• I can understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past.• I know that there is often not a single answer to historical questions.• I can begin to recognise primary and secondary sources.• I can research a topic from the past with increasing confidence.	<ul style="list-style-type: none">• I can understand why some civilisations have been successful and why others have not.• I can choose reliable sources of information about the past.• I can give my own reasons why an event occurred backed up by evidence.• I can describe how events in the past have influenced life today.• I can begin to make use of dates and terms to structure my work.• I can evaluate sources and identify those that are useful to the task.• I can plan and present a self directed project about the studied period.• I can understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past.• I know that there is often not a single answer to historical questions.• I can begin to recognise primary and secondary sources.• I can research a topic from the past with increasing confidence.• I can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.
Skills	Knowledge and understanding, organise, evaluate and communicate information, Historical Enquiry.	Chronological awareness, Knowledge and understanding, organise, evaluate and communicate information, Historical Enquiry.



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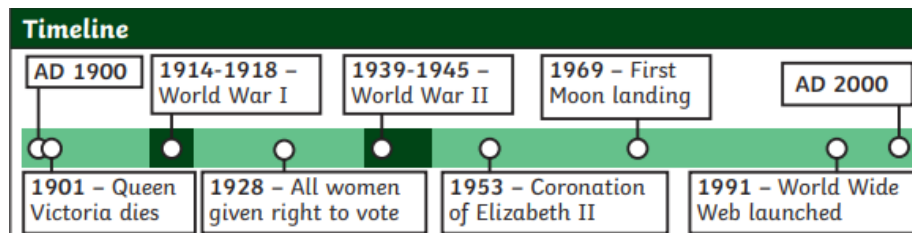
Sticky Knowledge	<p><u>Overall Knowledge</u> Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun. The Blitz is short for Blitzkrieg which stands for Lightning storms. Liverpool and London were heavily bombed to destroy the docks and intimidate people. The US didn't join the war until 1941, when Japan attacked the United States - at their Naval Base at Pearl Harbour in Hawaii. On 8 December 1941 (the very next day), the US declared War on Japan and, in turn, its German allies. Many American soldiers were stationed locally at Burtonwood. Some countries remained 'neutral' in World War 2. Such countries were Spain, Sweden and Switzerland – who chose not to join either side.</p> <p><u>Society/Diversity</u> The group most heavily targeted by the Nazis were the Jews because they didn't fit the image of the perfect German and Hitler blamed Jewish people for Germany losing WW1. Around six million Jewish people were killed during World War 2 in one of history's most terrible events – the Holocaust. Anne Frank, who lived in Germany but fled to Amsterdam during WW2 as she was Jewish, famously wrote a diary of her life 'The Diary of a Young Girl', while hiding from the Nazi's</p> <p><u>Local area</u> The Nottingham Blitz was an attack by the Nazi German Luftwaffe on Nottingham during the night of 8–9 May 1941. There were 11 bomb attacks in Nottingham during the WW2 There were 11 bomb attacks in Nottingham during the WW2</p> <p><u>Rulers/Leaders</u> Winston Churchill was in charge of Britain during the war Adolf Hitler was in charge of Germany Charles de Gaulle led the French Franklin D Roosevelt was in charge of the U.S</p> <p><u>Childhood</u> Children were evacuated for their own safety. They were billeted with a host family.</p> <p><u>Role of women</u> Before the war, most women stayed at home and did not go out to work. Some women worked but their choice of job was limited, such as nursing or working as a shop assistant. When men were conscripted, women were needed to fulfil their roles. Some were employed, others were volunteers. After the war, many women lost their jobs. However, their experiences led them to campaign for equal working rights and pay so that they could continue to lead more independent lives</p>	<p><u>Society/Diversity</u> Ancient Greece was not a country. It was made up of city states. There were often battles between these city states but sometimes they would join together to defend themselves from a common enemy. Important city states of ancient Greece included Athens, Corinth and Sparta. There were many enslaved people in ancient Greece. They made many objects and goods to be sold. Many ancient Greek pots that survive today would have been made by enslaved people. Ancient Athens is where democracy began in around 508 BC. Listening to the opinions of other people and debating issues was an important part of this system. After debating issues, the ancient Athenians would vote. At that time, the only people allowed to take part in democracy were adult males who were citizens of Athens. The legacy of democracy still exists today in many parts of the world. The Olympics were first held in ancient Greece in 776 BC. This is one of the legacies of ancient Greece. Events included boxing, wrestling, running and chariot racing. Women were not allowed to compete in the Olympics. This was because ancient Greek women were not treated as equals to men and had fewer freedoms. The idea for the marathon also originates from this time. The Trojan War is a very famous ancient Greek myth. Many people believe that it is a myth but that there is some historical truth behind it. The Trojan War was between the Greek and the Trojan Armies. In the story, the Greeks pretended to surrender, leaving a gift of a giant horse for the Trojans. The gift was brought inside the city walls. During the night, Greek soldiers hiding inside the horse let the Greek army inside Troy's walls and the city was destroyed</p> <p><u>Local area</u> Would have been in the iron age (reflect back to year 3)</p> <p><u>Rulers/Leaders</u> Independent city states existed for most of the ancient Greek period. However, towards the end of this period, King Philip II of Macedonia ruled over all of ancient Greece. Following his death, his son, Alexander the Great, took over the empire along with other lands that he conquered. After Alexander the Great died, the Romans slowly took over parts of the empire.</p> <p><u>Childhood</u> Families had to pay for schooling, so only boys whose families could afford the fee were able to go to school. Poorer boys learned to work as craftsmen, farmers or fishermen instead. Girls stayed at home and were educated in household matters. They learned how to cook, weave clothing and look after the home</p> <p><u>Role of women</u> In addition to childbearing, the weaving of fabric and managing the household were the principal responsibilities of a Greek woman</p>
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Vocabulary	Axis, allies, Nazi, evacuation, evacuee, Blitz, Propaganda, Holocaust, luftwaffe, RAF, refugees, kinderstransport, fuhrer, rationing , Archives, society	Philosophy, Athenians, Spartans, Democracy, Olympics, truce, Zeus, Loincloth, Apollo, sacred truce, temple, ancient, civilisation, city states, empire, legacies, democracy, Myth
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WW2



Ancient Greece

