

# History Progression of Knowledge

## Year 5

Enquiry	What was it like on the Home Front? WW2	What were the greatest achievements of the Ancient Greeks?	What should happen to the bronzes of Ancient Benin?
Prior Learning links and rationale	Deepening the chn’s understanding of the chronology of British History (Stone Age, Romans, Anglo Saxons, Vikings, Industrial Revolution, WW2)	<ul style="list-style-type: none"> <li>● The Egyptians - Year 3</li> <li>● The Romans - Year 3</li> </ul>	Viking invasions - Year 4
Vocabulary	<p><b>Appeasement</b>- the act of giving the opposing side in a war an advantage that they have demanded, in order to prevent further disagreement.</p> <p><b>Evacuee</b> - Designed to protect people, especially children, by moving them to areas of less risk.</p> <p><b>Civilian</b> - a person not in the armed services.</p> <p><b>Critique</b> - an assessment of something.</p> <p><b>Trench</b> - a long, narrow ditch dug by troops to provide a place of shelter from enemy fire.</p> <p><b>Propaganda</b> - information, especially of a biased or misleading nature, used to promote a political cause or point of view.</p> <p><b>Gas Masks</b>- gas masks were used to protect from gas attacks.</p> <p><b>Rationing</b> - Ration cards were given out and only a certain amount of food/clothes per family was allowed.</p> <p><b>Air Raid</b> - an attack in which bombs are dropped from aircraft on to a ground target.</p> <p><b>Anderson shelter</b> - Half buried in the ground and with earth on top, they protected people from bomb blasts.</p> <p><b>Morrison shelter</b> - a movable air-raid shelter, shaped like a table and used indoors.</p> <p><b>Resistance</b> - the refusal to accept or comply with something</p> <p><b>Censorship</b> - When governments or other powerful groups set limits on people's freedom to speak or publish.</p>	<p><b>archaeological site</b>- a place in which evidence of past activity is preserved.</p> <p><b>architecture</b>- the practice of designing and constructing buildings.</p> <p><b>artifact</b>- an object made by a human being, typically of cultural or historical interest.</p> <p><b>Athens</b>- at the heart of Ancient Greece, a powerful civilization and empire.</p> <p><b>BCE</b>- before the common era.</p> <p><b>CE</b>- common era.</p> <p><b>conquer</b>- overcome and take control of (a place or people) by military force.</p> <p><b>culture</b>- the ideas, customs, and social behaviour of a particular people or society.</p> <p><b>democracy</b>- a government where the people have the right to make decisions about leaders and laws.</p> <p><b>Parthenon</b>- a former temple, dedicated to the goddess Athena.</p> <p><b>primary source</b>- original documents or artefacts that was created at the time</p> <p><b>secondary source</b>- a source that was created <i>later</i> by someone who <i>did not</i> experience first-hand or participate in the events.</p> <p><b>Sparta</b> - a prominent city-state in ancient Greece.</p> <p><b>temple</b>- a building devoted to the worship of a god(s).</p>	<p><b>animists</b> - believe that non-humans and animals had spirits and souls.</p> <p><b>Benin Bronzes</b> - (made of brass and bronze) are a group of sculptures which include elaborately decorated cast plaques, commemorative heads, animal and human figures, and personal ornaments.</p> <p><b>Benin City walls</b> - built between 800-1500CE. Earth mounds that stretched over 1000km.</p> <p><b>cowrie shells</b> - sea snail shells used as money for trade in Africa.</p> <p><b>elders</b> - it is thought that the Edo people lived in villages governed by the eldest family members.</p> <p><b>Igodomigodo</b> - a larger settlement formed when villagers came together for security.</p> <p><b>Oba</b> - Kings of Benin after 1180</p> <p><b>Ogiso</b> - Kings of Benin until 1180</p> <p><b>oracle</b> - used to solve problems.</p> <p><b>oral culture</b> - people did not write down their history but passed it on through stories, art and legends.</p> <p><b>sacrifices</b> - an offering to the Gods. This was often food or animals but was sometimes human sacrifice.</p> <p><b>trade</b> - the action of buying and selling goods and services.</p> <p><b>yam</b> - a main crop of the Benin people. A sweet potato. Benin people also ate okra, beans and peppers.</p>
Disciplinary Concepts	<ul style="list-style-type: none"> <li>● chronology</li> <li>● significance</li> <li>● change and continuity</li> <li>● similarity and difference</li> <li>● cause and consequence</li> </ul>	<ul style="list-style-type: none"> <li>● chronology</li> <li>● significance</li> <li>● change and continuity</li> <li>● similarity and difference</li> <li>● cause and consequence</li> </ul>	<ul style="list-style-type: none"> <li>● chronology</li> <li>● significance</li> <li>● change and continuity</li> <li>● similarity and difference</li> <li>● cause and consequence</li> </ul>

	<ul style="list-style-type: none"> <li>● interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>● interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>● interpretation.</li> </ul>
Substantive Concepts	<ul style="list-style-type: none"> <li>● Power</li> <li>● Society</li> <li>● Legacy</li> <li>● Conquest</li> </ul>	<ul style="list-style-type: none"> <li>● Power</li> <li>● Society</li> <li>● Legacy</li> <li>● Conquest</li> </ul>	<ul style="list-style-type: none"> <li>● Power</li> <li>● Society</li> <li>● Legacy</li> <li>● Conquest</li> </ul>
Key Knowledge	<ul style="list-style-type: none"> <li>▪ Pupils can locate WW2 on a timeline and identify and locate countries involved.</li> <li>▪ Pupils understand how the actions of Hitler threatened European peace.</li> <li>▪ They understand what is meant by the term appeasement.</li> <li>▪ They can explain why Chamberlain ultimately took the decision to go to war.</li> <li>▪ Pupils some reasons why children were evacuated. They can investigate and explain the reasons for fluctuating numbers being evacuated</li> <li>▪ Pupils understand the term 'Home Front'.</li> <li>▪ Pupils are able to cite examples of how the government prepared to withstand the Blitz and to keep up morale.</li> <li>▪ Pupils are able to identify key features of resistance to German invasion: Trying on gas masks; Home Guard; Battle of Britain; Blitz; Evacuation; Rationing; Fire service; Air-raid shelters.</li> <li>▪ Pupils grasp that much of the evidence from this period has to be treated with caution.</li> <li>▪ They can explain how the government used censorship and propaganda.</li> </ul>	<ul style="list-style-type: none"> <li>▪ place Ancient Greece in time using a timeline</li> <li>▪ locate Ancient Greece, Athens and Sparta on a map and consider their geographical significance</li> <li>▪ identify some of the similarities and differences between life in Athens and Sparta.</li> <li>▪ show an understanding of key terms such as democracy, culture, laws, justice</li> <li>▪ infer information from artefacts and archaeological sites what life was like in Ancient Greece.</li> <li>▪ Recognise other sources are needed to get a fuller picture about life in Ancient Greece</li> <li>▪ Recognise the legacy of Ancient Greek civilisation and compare it with the legacies of other civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Locate Benin in the modern-day country of Nigeria on a world map and the period when it was at its height, also looking at concurrence.</li> <li>▪ Pupils grasp that this was a civilization of cities and towns, powerful kings and a large empire which traded over long distances.</li> <li>▪ They learn that craftsmen were skilful in bronze and ivory work.</li> <li>▪ They learn to make deductions and inferences based on visual clues.</li> <li>▪ They learn that West Africa invented the smelting of copper and zinc ores and the casting of bronze as early as the 10<sup>th</sup> century.</li> <li>▪ Pupils realise that Benin still exists as a civilization with its Oba, palaces court, artists etc.</li> <li>▪ Pupils grasp that we have to rely on written accounts that come from a later period mainly four or five hundred years later.</li> <li>▪ Pupils grasp that the brass plaques are a rich source of evidence. We rely a lot on these 15<sup>th</sup> plaques but they show only MEN.</li> <li>▪ They realise that some illustrations from a later period might not be accurate by pointing out weaknesses in visual sources.</li> <li>▪ They know that the king was the most important person in government and treated with great respect.</li> <li>▪ Pupils understand that the rise of Benin began before the Europeans arrived.</li> </ul>

			<ul style="list-style-type: none"><li>▪ Pupils understand that Benin supplied the Portuguese with pepper, ivory, leopard skins and slaves as they were ideally suited for trade both on coast and inland.</li><li>▪ They know that this encouraged growth of brass casting for European market.</li><li>▪ Pupils grasp that in the years after 1700 Benin lost much of its land but it contained resources valued by Europe.</li><li>▪ In the 1890s almost all of Africa was controlled by European nations, except Benin. _Pupils can think of a couple of reasons on both sides of the argument.</li><li>▪ They can arrive at their own judgement supported with good reasons.</li></ul>
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