

Y4 History	TERM 1				TERM 2				TERM 3									
	Conflict: Britain at war				Civilisation: ancient Greece													
	Key knowledge To know World War 2 was a conflict that involved almost every country in the world. To know it was a battle between 2 groups of countries: the ‘Allies’ and the ‘Axis’. To know it was the second world-wide war after World War 1 which had ended approximately 20 years earlier (in the early 20 th century). To know World War 2 started because Germany invaded Poland. The UK had an agreement to protect Poland and on September 1st, 1939, war was declared. To know it lasted in Europe until May 1945. It lasted in the Pacific (Japan and Asia) until August 1945. To know that approximately 75 million people around the world died during the conflict. To know Winston Churchill is an important figure because he was Prime Minister of the UK and led the allied forces. Adolf Hitler, who was known as a Nazi, was German and he led the axis powers. To know cities were bombed during the Blitz. Many children were evacuated from cities to the countryside. To know the main allied powers were Great Britain, the United States, the Soviet Union and France. To know the Axis powers were Germany, Italy and Japan. To know the difference between aggressive, assertive and passive behaviour. To know Adolf Hitler was the leader of the Nazi party in Germany. He also led the Axis Power. To know Neville Chamberlain was the UK Prime Minister when World War 2 started. To know the Blitz was an intense period of aerial bombing raids on British cities. To know Winston Churchill was the UK Prime Minister between 1940 and 1945. He is seen as an important figure in the war. To know the contributions of Noor Inayat Khan.		Key skills To be able to understand that events can have short term and long-term causes. To be able to understand that some periods of history have greater or faster paced changes and some periods have more continuity. To be able to build a picture of a time period using a range of sources. To be able to understand why people might have different experiences of the same event, based on wealth, gender, nationality, age, place. To be able to begin to understand the impact of an event on an individual, regional, national and global level. To be able to interpret primary and secondary sources (objects, documents, maps, posters, photographs, film clips, audio recordings, buildings in the local area, interviewing of ‘real evacuees’) – using the language of reliable, unreliable, trustworthy, subjective and objective. To identify bias in photographs. To be able to understand key moments from the chronology of the twentieth century. To be able to begin to be aware of propaganda. To expand our understanding of substantive and disciplinary concepts by identifying connections and contrasts (e.g. war, conflict and invasion; continuity and the pace of change in pre-history and 20 th century).		Key knowledge To know the first Olympic Games was created by the ancient Greeks and held in 776 BCE. To know the Greeks worshipped many gods and goddesses. To know that Zeus was seen as the king of the gods. To know that Poseidon was the god of the sea. To know that Athena was the goddess of wisdom and warfare. To know that Archimedes was a famous scientist. To know historians learnt about ancient Greece from Greek pottery as it often depicted scenes of Greek life. To know ancient Greece was made up of city states (e.g. Athens, Sparta, Corinth). To know democracy began in ancient Athens. To know mathematics, sculpture, philosophy, science, medicine and many myths came from ancient Greece.		Key skills To be able to interpret primary and secondary sources. To be able to evaluate Greek achievements and their influence on the western world. To be able to interpret a range of primary and secondary sources using the language of reliable, unreliable, subjective, objective, trustworthy and untrustworthy. To be able to place ancient Greece within its chronological context and understand concurrence. To be able to continue to develop their understanding of how historians investigate the past. To be able to build a picture of a time period using a wide range of sources. To be able to understand why people might have different experiences of a time period, based on wealth, gender, place, age, status and freedom. To be able to expand understanding of substantive and disciplinary concepts. To be able to identify connections and contrasts (e.g. Romans and Greeks, empire, war and invasion).											
	Enquiry/question/outcome/activity/genre of unit/text What caused WW2 and who was involved? How were children’s lives affected by WW2? What was evacuation like for children?				Enquiry/question/outcome/activity/genre of unit/text Where does ancient Greece fit within a timeline of periods we have learnt? What are the legacies of ancient Greece? What sources can we use to find out more about ancient Greece?													
	Key vocabulary (tier 2) argument army Asia battle Britain cause century chronology citizen civilian conflict conquer		invade long-term military nation objective political power primary protect reliable secondary short-term		Key vocabulary (tier 3) 20 th century Adolf Hitler air raid shelter allies axis Battle of Britain bias blitz bomb		evacuate evacuation Nazi political party prime minister propaganda rationing Winston Churchill		Key vocabulary (tier 2) achievement chronology civilisation concurrent conflict consequence culture democracy empire freedom god goddess impact		philosophy political poor pottery poverty primary privilege reliable rich ruler science sculpture secondary		Key vocabulary (tier 3) AD (Anno Domini) Athens BC (Before Christ) BCE (Before Common Era) City state Corinth		Olympic Games Sparta status Western World Zeus			

	consequence continent control country empire Europe global international	soldier source subjective trustworthy United Kingdom unreliable untrustworthy war		influence king legacy mathematics medicine military myth objective period	source subjective timeline trustworthy unreliable war wealth			
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