







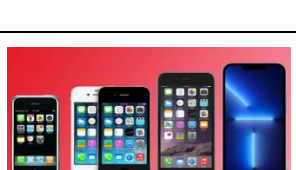


# Moss Valley's History Curriculum





















What an EYFS historian needs to understand?	What do they need to know?	How can they show they are historians?
<b>Time passes in sequential order</b>	<ul style="list-style-type: none"> <li>• There are days of the week that repeat and go in order;</li> <li>• There are seasons that repeat and go in order;</li> <li>• The times of the day go in order and repeat everyday e.g. morning is before lunch time</li> </ul>	<ul style="list-style-type: none"> <li>• Start to show the awareness of time in the day e.g. stating it is lunchtime next;</li> <li>• Commenting and noticing on what happens in each season;</li> <li>• Being able to narrate their daily routines/weekly activities</li> </ul>
<b>There are key words/vocabulary associated with the passage of time</b>	<ul style="list-style-type: none"> <li>• Know the past tense of verbs</li> <li>• Know before and after as a concept</li> <li>• Ordering language such as First, next, after that, in the end</li> </ul>	<ul style="list-style-type: none"> <li>• Use past tense with increasing accuracy</li> <li>• Sequence stories/events</li> </ul>
<b>The passage of time changes us all</b>	<ul style="list-style-type: none"> <li>• Stages of human growth from a baby to an elderly Things are the same/different</li> <li>• Live things do not stay the same over time</li> </ul>	<ul style="list-style-type: none"> <li>• Able to notice changes e.g. a new haircut, new skill in themselves/friends/parents</li> <li>• Able to compare and say what is the same/different about something</li> <li>• Able to notice and celebrate new things they can do – e.g. I can now write letters but when I first started Reception, I couldn't</li> </ul>
<b>The passage of time changes the world around us</b>	<ul style="list-style-type: none"> <li>• Notice that things in nature change with time</li> <li>• Know the seasons and key changes to nature in each season</li> <li>• Know names for baby animals</li> <li>• Organic things decay overtime</li> <li>• Know that the plants/chicks/tadpoles grow and change overtime</li> </ul>	<ul style="list-style-type: none"> <li>• Collect the evidence for changing seasons e.g. flowers or shards of ice</li> <li>• Compare the evidence of key man-made structures over time (e.g. pictures of their classroom/school, main street in town)</li> <li>• Sequence a life cycle/stages of growth of a plant/animal</li> </ul>
<b>We need to change what we do/wear in response to the passage of time</b>	<ul style="list-style-type: none"> <li>• That weather changes according to the seasons</li> <li>• That we need to dress accordingly to keep ourselves safe and comfortable</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on how what we wear changes with the seasons</li> <li>• To develop self-care routines including wearing/choosing appropriate clothes</li> <li>• To narrate why we wear hats in winter and sun-cream in the summer</li> </ul>
<b>Events/celebrations take place at specific points of the year.</b>	<ul style="list-style-type: none"> <li>• People in our community celebrate special days Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)</li> </ul>	<ul style="list-style-type: none"> <li>• Say what might happen on special days e.g. we dress a tree at Christmas</li> <li>• Join in celebrations and sometimes remember what happened last year on that same day</li> </ul>

# Core Concepts

Concept Discipline	Core Concept		Definition	Times Explained
Investigate and interpret the past		<b>Invasion</b>	To enter an occupied area as an enemy, using force in order to conquer or plunder.	<b>6</b>
		<b>Rebellion</b>	An armed fight of uprising against the rulers of the area that one lives within.	<b>3</b>
		<b>Crime and Punishment</b>	Laws and subsequent actions for those that do not follow set rules.	<b>4</b>
Build an overview of world history		<b>Exploration</b>	Travelling across or through something to discover new places.	<b>9</b>
		<b>Empire</b>	A group of nations or people under one ruler or government.	<b>6</b>
Understand chronology		<b>Cultural Change</b>	Changes to the way that a society or culture is run, how it functions or how it is governed?	<b>18</b>
		<b>Technological Advancement</b>	Changes in technology over time within a specific society or civilisation.	<b>10</b>
Communicate historically	Runs concurrently with the above			

# Curriculum Overview




		Autumn	Spring	Summer
KS1	<b>Year 1</b>	My Family History: Food 	Inspirational People: People Who Have Helped Us 	Great Inventions: Stephenson's Rocket 
	<b>Year 2</b>	The Great Fire of London 	My Family History - Technology 	Our Local Area LS Lowry 
Lower KS2	<b>Year 3</b>	The Stone Age to Iron Age 	The Ancient Egyptians 	Our Local Area – Manchester Ship Canal 
	<b>Year 4</b>	The Anglo-Saxons and Vikings 	The Romans 	The Monarchy 
Upper KS2	<b>Year 5</b>	Ancient Civilisations: The Greeks 	Gunpowder, treason and plot 	Journeys: the story of migration to Britain 
	<b>Year 6</b>	Ancient Civilisations: Benin 	Manchester: This is the Place 	The Impact of War WW2 



# Enquiry Skills




		Autumn	Spring	Summer
KS1	Year 1	<b>My Family History : Food</b>	<b>Inspirational People: People Who Have Helped Us</b>	<b>Great Inventions - Stephenson's Rocket</b>
		What is on my plate today? What was on my Grandparents' plates?	How are Princess Diana and Nelson Mandela similar?	What is the legacy of "The Rocket"?
	Year 2	<b>The Great Fire of London</b>	<b>My Family History: Technology</b>	<b>Our Local Area LS Lowry</b>
		Why did the Great Fire of London start and how did it impact London?	Is it more fun to be a child today than it was 50 years ago?	How did Lowry help us to learn about our local area?
Lower KS2	Year 3	<b>The Stone Age to Iron Age</b>	<b>Ancient Civilisations: The Egyptians</b>	<b>Our Local Area –Manchester Ship Canal</b>
		Who were the early Brits and how did they change?	Why were the Ancient Egyptians so successful?	What impact has The Ship Canal had our local community?
	Year 4	<b>The Anglo Saxons and Vikings</b>	<b>The Romans</b>	<b>The Monarchy</b>
		How did Anglo Saxon Britain life change when the Vikings invaded?	Were the Romans villains or pioneers?	Which of Britain's monarchs was the most successful? Who had the most impact on Britain?
Upper KS2	Year 5	<b>Ancient Civilisations: The Greeks</b>	<b>Gunpowder, treason and plot</b>	<b>Journeys: the story of migration to Britain</b>
		How have the Ancient Greeks inspired modern life?	Why should we remember, remember the 5 <sup>th</sup> of November? Why was there a plot to commit treason?	How have the Ancient Greeks inspired modern life?  Is Britain really Great?
	Year 6	<b>Ancient Kingdom: Benin</b>	<b>Manchester: This is the Place</b>	<b>The Impact of War WW2</b>
		What was life like in West African kingdoms of the past?	How is Manchester special?	How could Hitler have convinced a nation like Germany to follow him? Has life in Britain, and around the world, changed since WW2?

# Year 1 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>My Family History – Food</p> 	<p>Inspirational People – People Who Have Helped Us</p> 	<p>Great Inventions - Stephenson's Rocket</p> 
Content coverage	<p>Why does the food on my plate look different to the food on my grandparents' plates?</p> <ul style="list-style-type: none"> <li>To know what people ate in the 1950s.</li> <li>To know that meals changed in Summer and Winter and why.</li> <li>To know that some of the foods we eat today comes from different countries. To know why food has to come from other countries (tropical fruit etc)</li> <li>To know how and why these foods are available in Britain?</li> <li>To know some positives and negatives of eating food from around the world (healthy diet, variety, cost etc.)</li> </ul>	<p>How are Princess Diana and Nelson Mandela similar?</p> <ul style="list-style-type: none"> <li>To know what famous and inspirational means and what the difference is.</li> <li>To know who Princess Diana was, why she was so important and why she is still remembered (2 lessons)</li> <li>To know there is a country called South Africa and that we live in Britain. To know what was life like in Britain and South Africa during the 80s and 90s?</li> <li>To know who Nelson Mandela was, why he was put in jail and how he become a president? (2 lessons)</li> </ul>	<p>What is the legacy of "The Rocket"?</p> <ul style="list-style-type: none"> <li>To know what Britain (and Irlam) look like before trains were invented.</li> <li>To know why we need trains and what the purpose of trains are.</li> <li>To know how different types of trains move (Past/steam and modern day/electric)</li> <li>The Rocket (x2 lessons) <ul style="list-style-type: none"> <li>To know what it was and why was it so special?</li> <li>To know what the only other methods of transport were before The Rocket?</li> <li>To know how The Rockets changed Irlam</li> </ul> </li> <li>To know what railways today are like and how they have changed from the steam engine period to today.</li> </ul>
Vocabulary	<p>Past/present Modern Similar Different Change Season</p>	<p>Princess Freedom Sickness/disease President Famous Inspiring/inspirational</p>	<p>Steam train Train track/railway Stephenson's rocket Change – precursor to "Industry" Coal Electric</p>






# Year 2 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>The Great Fire of London</p> 	<p>My Family History: Technology</p> 	<p>Our Local Area LS Lowry</p> 
Content coverage	<p>Why did the Great Fire of London start and how did it impact London?</p> <ul style="list-style-type: none"> <li>To know where London is and why it is important?</li> <li>To compare and contrast London in the past to now.</li> <li>To know what the Great Fire of London was. Use art as a source to investigate what happened.</li> <li>To know reasons why the Great Fire of London spread so quickly. To know how people tried to stop the fire.</li> <li>To know who Samuel Pepys was and why he is important in helping us learn about the fire.</li> <li>To investigate if the fire be as terrible if it happened today?</li> </ul>	<p>Is it more fun to be a child today than it was 50 years ago?</p> <ul style="list-style-type: none"> <li>To know what technology is and name some different types of technology.</li> <li>To compare devices and which ways they are similar and different.</li> <li>To know what life was like in Britain before technology and compare to life today.</li> <li>To create a timeline of technology: <ul style="list-style-type: none"> <li>What did the first computer look like, where was it made and what did it do?</li> <li>What technology was developed after computers?</li> <li>When was the first phone created? Who invented it?</li> </ul> </li> <li>To investigate what is next for technology.</li> </ul>	<p>How did LS Lowry help us to learn about our local area?</p> <ul style="list-style-type: none"> <li>To know who LS Lowry was and what he was famous for (pupils will learn facts about his life, where he came from, what he painted, what his life was like etc.)</li> <li>To analyse some of Lowry's paintings: <ul style="list-style-type: none"> <li>Know what they tell us about the time that they represent?</li> <li>Know how Lowry felt about Industry/conditions etc.?</li> </ul> </li> <li>To know what The Industrial Revolution was.</li> <li>To know how the Industrial Revolution changed Manchester/Britain? (What did Manchester/Britain look like before, during and after The Industrial Revolution?)</li> <li>To know what life was like for a child in the Industrial Revolution?</li> <li>To make a reasoned opinion - was the Industrial Revolution good or bad?</li> </ul> <p>Children accessing yellow pathway to use Lowry art as one of the sources to aid understanding of life in the Industrial Revolution.</p>
Vocabulary	<p>Samuel Pepys Tinder Firehook Pudding Lane</p>	<p>Technology Device Mobile Alexander Graham Bell</p>	<p>Artist Industry revolution urban</p>






Diary Thatched	Invention communication	Factory Child labour
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# Year 3 – What do we want the children to know?

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Overview</b>	<b>The Stone Age to Iron Age</b> 	<b>Ancient Civilisations: The Egyptians</b> 	<b>Our Local Area –Manchester Ship Canal</b> 
<b>Content coverage</b>	<p><b>Who were the early Brits and how did they change?</b>            Prior knowledge – To know what an archaeologist is, what they do and why are they so valuable in helping us find out about history.</p> <ul style="list-style-type: none"> <li>• To know how did the early Britons lived (houses and hunter-gatherer-settlements/hillforts)</li> <li>• To know what Skara Brae is and why it is important.</li> <li>• To analyse evidence from Stonehenge to make estimations about life during the Stone Age.</li> <li>• To know the religious belief system of Ancient Britons.               <ul style="list-style-type: none"> <li>○ What were druids and why were they important to early Brits?</li> </ul> </li> <li>• To know how life changed for early Britons from the beginning of the Stone Age through to the Iron Age (2 lessons):               <ul style="list-style-type: none"> <li>○ What was life like at the beginning,</li> </ul> </li> </ul>	<p><b>Why were the Ancient Egyptians so successful?</b>            Prior knowledge – To know where in the world Egypt is? To understand the climate and location. To know reasons why people go on holiday to Egypt today. To understand that we know about the Ancient Egyptians due to archaeological digs.</p> <ul style="list-style-type: none"> <li>• To know when the Ancient Egyptian civilisation began and compare it to what the rest of the world looked like at the time.</li> <li>• To analyse artefacts to understand about the Ancient Egyptians beliefs on the afterlife</li> <li>• To understand that civilisations have hierarchies and understand why the Egyptian hierarchy was like.</li> <li>• To compare what life was like for an average person compared to a King or Queen (or other respected individual)</li> <li>• To know how the Ancient Egyptians used the River Nile and how it helped their civilisation.</li> <li>• To know how the Ancient</li> </ul>	<p><b>What impact has The Ship Canal had on our community?</b></p> <ul style="list-style-type: none"> <li>• To know who Daniel Adamson was and why he is important.</li> <li>• To create a timeline of the Manchester Ship Canal               <ul style="list-style-type: none"> <li>○ When was it built?</li> <li>○ Where is it located?</li> <li>○ What makes it special?</li> <li>○ How was it made?</li> </ul> </li> <li>• To understand the purpose of the ship canal and identify that these purposes may have changed over time.</li> <li>• To understand the impact the Ship Canal had on our local area?               <ul style="list-style-type: none"> <li>○ Look at settlement changes over time, locations of other important areas in Manchester such as Trafford Park.</li> </ul> </li> <li>• To understand the impact of the ship canal on the rest of Manchester, our neighbouring city Liverpool, and the North.</li> </ul>




	<p>and end, of the Stone Age?  Compare and contrast, what changed?  ○ How did early Britons develop? (use of technology (the wheel etc)/change of materials).</p>	<p>Egyptians created the pyramids and other structures, some of which are still standing today.</p>	
Vocabulary	<p>Pre-historic  Druid  Hunter-gatherer  hillforts  henge  Settlement  Agriculture</p> <p>Also use correct timeline terminologies:  <b>Stone Age</b> (2.5 million years ago - 3000 BCE)  <b>Mesolithic Period</b> (10,000 BCE - 4000 BCE)  <b>Neolithic Revolution</b> (8000 BCE)  <b>Bronze Age</b> (3000 BCE - 800 BCE)  <b>Iron Age</b> (800 BCE - 43 CE)</p>	<p>Ancient  Civilisation  Hieroglyphics  Irrigation  Pharaoh  Hierarchy  Pyramid  Tomb</p>	<p>Landlocked  Wharf  Navigation  Cotton  Docks  <i>Recap - Factory</i>  <i>Recap – Industry</i></p>

# Year 4 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>The Anglo Saxons and Vikings</p> 	<p>The Romans</p> 	<p>The Monarchy</p> 
Content coverage	<p>How did Anglo Saxon Britain life change when the Vikings invaded?</p> <ul style="list-style-type: none"> <li>To know who the Anglo Saxons were and why they invaded Britain? <ul style="list-style-type: none"> <li>What did life in Britain look like during this time?</li> <li>Timeline relating to other events previously learned in history.</li> </ul> </li> <li>To know that the Anglo Saxon's religious beliefs changed over time, and give reasons for this.</li> <li>To understand the impact of Christianity coming to Britain. (How did people's lives change?) How do we know? What did monasteries bring to us? What legacy do they leave today?</li> <li>To understand how and why the Vikings invaded Britain. <ul style="list-style-type: none"> <li>How did the Saxons defend against the threat of the Vikings?</li> <li>How did the Vikings try to</li> </ul> </li> </ul>	<p>Were the Romans villains or pioneers?</p> <p>Key knowledge - What is a pioneer?</p> <ul style="list-style-type: none"> <li>To know who the Romans were, where they came from and how the empire began and ended.</li> <li>To know who Julius Caesar was and why he wanted to go to Britain (Link back to the Stone Age to Iron Age)</li> <li>To know who Boudicca was and why she is considered inspirational. To give an opinion on how successful the Romans were at invading Britain?</li> <li>To analyse sources to understand what life was like in Britain during the Roman Empire. To know what changes the Romans brought to Britain.</li> <li>To know other key Roman individuals such as the "Ivory Bangle Lady" and Emperor Septimus Severus. To consider what they tell us about multiculturalism in Roman times? Do these people challenge our stereotypes of the Roman Empire?</li> <li>To know who Emperor Hadrian was and explain how and why he built a wall.</li> </ul>	<p>Which of Britain's monarchs had the biggest impact on Britain?</p> <p>Ongoing working timeline – chronology and vocabulary at the beginning of each monarch.</p> <ul style="list-style-type: none"> <li>To name the first King of England and understand how Britain ruled before him.</li> <li>To know why 1066 is a significant date. To know that Britain was in a period of unsettlement during the War of the Roses.</li> <li>To know who Henry VIII was and his significance in changing Britain and the monarchy forever.</li> <li>To identify differences from the Victorian times and modern day. To understand that the world was going through rapid change during this time and how Britain led much of this change. To make a considered opinion on Queen Victoria, was she a good ruler? How did she get the name "Grandmother of Europe"?</li> <li>To understand Queen Elizabeth II's significance to Britain and the world. To name some events and changes that she has overseen during her reign. Was she the greatest of all Britain's monarchs?</li> </ul>

	<p>take of Britain and how close did they get?</p> <ul style="list-style-type: none"> <li>• To know who Alfred the Great was and why was he “great”? <ul style="list-style-type: none"> <li>○ What is Danelaw?</li> </ul> </li> </ul>		
Vocabulary	Lindisfarne Invade/invasion Raid Danegeld Longship Pagan	Empire Emperor Celts Pioneer Engineer Conquest/conquer Rebellion	British Empire Commonwealth Coronation Heir Monarch Reign Legacy




# Year 5 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>Ancient Civilisations: The Greeks</p> 	<p>Gunpowder, treason and plot</p> 	<p>Journeys: the story of migration to Britain</p> 
Content coverage	<p>How have the Ancient Greeks inspired modern life?</p> <ul style="list-style-type: none"> <li>To know what the Greek Islands look like today and give reasons why they are popular tourist hotspots?</li> <li>To understand what the Ancient Greeks believed (religion and afterlife)</li> <li>To make a considered opinion - can religion and science ever be partners? (Look into the forward thinking scientist and mathematicians of the Greek Era and compare this with their early religious beliefs, using Greek art to showcase their beliefs.)</li> <li>To understand the significance of the Ancient Greek civilisation. (To know what the Greeks have given us? E.g Olympics, democracy inc the Parthenon, language, storytelling, architecture etc.)</li> <li>To compare and contrast the main characteristics of the</li> </ul>	<p>Why should we “Remember, remember the 5<sup>th</sup> of November?”</p> <ul style="list-style-type: none"> <li>To know what the gunpowder plot was and name the five conspirators. To consider reasons why the conspirators felt the need to commit treason.</li> <li>To know who was James I was, his beliefs and how he implemented them.</li> <li>To understand how Catholics were treated during James I’s reign. Think back to historical religious change starting from Henry VIII.</li> <li>To analyse sources, giving a considered opinion on how the plot became known to members of parliament. Were they framed? Forgeries etc.</li> <li>To know what punishments the conspirators received and give an opinion on if they were appropriate punishments for them.</li> <li>To identify similar events which have happened in living history, identifying the similarities and differences of the events. Were the conspirators terrorists or freedom fighters? Look at modern day people and groups such as Nelson Mandela, the Taliban and the IRA.</li> </ul>	<p>Is Britain really “Great”?</p> <p>Recap key knowledge - what is an empire and other empires previously taught? Are they good or bad?</p> <p>Recap - What is the difference between Great Britain and the British Isles?</p> <ul style="list-style-type: none"> <li>To know what the Commonwealth is and how it was formed. To locate Britain, India (and other colonised countries on a map) which countries have remained in the commonwealth and which countries have become independent.</li> <li>To understand the reasons behind the Windrush generation’s migration to Britain. Consider: what is the Windrush generation? What happened to the Windrushers when they got to Britain?</li> <li>Using sources, give considered opinions on how ethnic minority groups treated in Britain, <b>now and in the past</b>. Consider what benefits migration has brought Britain? What barriers have immigrants had to integrating with Britain?</li> <li>Why else might people come to Britain? Have these reasons changed over time? Think back to Viking and Roman invasions.</li> <li>What are the “push” and “pull” factors for people <b>emigrating</b></li> </ul>



	Spartans and the Athenians.		from Britain? Has this changed over time?
Vocabulary	Democracy Olympics Parthenon Trojan Horse Myth/mythology City-state <i>Recap - civilisation</i>	Conspirator/conspiracy Catholic/Catholicism Protestant/Protestantism Confession Revolt Plot Terrorist Freedom fighter	Migrate/emigrate Persecution Famine Colonise/colonialism Commonwealth Indentured servant <i>Recap - empire</i>

# Year 6 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>Ancient Kingdom: Benin</p> 	<p>Manchester: This is the Place</p> 	<p>The Impact of War WW2</p> 
Content coverage	<p><b>What was life like in West African kingdoms of the past?</b> Key knowledge - Where is Benin? What countries are in its proximity? What are the features of Benin (including climate and weather conditions)?</p> <ul style="list-style-type: none"> <li>To analyse art and sculptures from ancient Benin considering what they tell us about this ancient kingdom.</li> <li>To understand what made Benin a powerful civilisation. (Pupils grasp that this was a civilization of cities and towns, powerful kings and a large empire which traded over long distances). To consider how the advancement of Ancient Benin challenges the typical picture of Africa from the West?</li> <li>To compare similarities and differences between Ancient Benin and Ancient Britain at the same time?</li> <li>To understand how the ancient kingdom of Benin change over time? (Particularly when European settlers started trading).</li> <li>To give reasons why Britain travelled to Benin and what the effects were on the</li> </ul>	<p><b>How is Manchester special?</b> Prior knowledge - how was Manchester developed by the Industrial Revolution? What makes Manchester inclusive? Gay village, ethnic diversity. What else makes Manchester special/what is Manchester famous for?</p> <ul style="list-style-type: none"> <li>To know who Emmeline Pankhurst and the suffragettes were and why they are so important.</li> <li>To know why Alan Turing is considered inspirational. Compare how he was treated when he was alive to his memory today.</li> <li>To know what Peterloo was, why it happened and what impact it had on Manchester.</li> <li>To make a considered opinion – Did Manchester deserve it's name "Madchester"? (Who were key figures during this time? Analyse sources to discover what life was like in Manchester during the 90s. How did music shape Manchester?)</li> <li>To identify ways Manchester has changed over time, considering immigration (and invasions) industrial development and terrorism. (Can compare skylines and photos of the same area in different times. Begin to show an</li> </ul>	<p><b>How could Hitler have convinced a nation like Germany to follow him?</b></p> <ul style="list-style-type: none"> <li>To know what the Treaty of Versailles was, why it happened and consider its impact on Germany.</li> <li>To understand how and when WW2 happened, including the impact of the Munich Agreement to Germany, neighbouring countries and Britain.</li> <li>To understand how Jewish (and other minorities) began to be impacted during the early stages of Hitler's rise to power.</li> <li>To know what the Allied and Axis forces were and why they grouped in those ways.</li> <li>Using sources, understand what the holocaust was and its effects on people today.</li> <li>To know who Winston Churchill was and his impact on Great Britain during WW2.</li> <li>To know what the Battle of Britain is and its significance to WW2.</li> </ul>

	<p>people of Benin.</p> <ul style="list-style-type: none"> <li>To know why and how Benin's civilisation ended</li> <li>To identify remnants of Ancient Benin in Nigeria and Africa today</li> </ul>	understanding of gentrification)	
Vocabulary	<p>Brass          terracotta          Cowrie shells          Igodomigodo          Ceramic          Ivory          Oba  <i>Recap – trade</i>  <i>Recap - civilisation</i></p>	<p>Suffragettes          Peterloo          Architecture          Gentrification          Class system          Inclusivity and diversity</p>	<p>Allies          Blackout          Genocide          Holocaust          Nazi          Blitz          Swastika          (economic) recession  <i>Recap - refugee</i></p>