

Year 5: Autumn - Ancient Rome

|             | Required prior knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Knowledge to be explicitly taught                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How knowledge will be built upon                                                                                                                                                                                                                                                 |
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| Substantive | <ul style="list-style-type: none"> <li>• An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>• An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3 Spr)</li> <li>• Ancient Egyptians believed that the pharaoh was half man, half god (Y3 Spr)</li> <li>• A civilisation is a group of people and their society, culture and way of life (Y3 Sum)</li> <li>• Democracy is a system of government where everyone has a say (Y3 Sum)</li> <li>• Ancient Greeks believed in multiple gods and wrote myths (Y3 Sum)</li> <li>• The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy (Y3 Sum)</li> <li>• The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt (Y3 Sum)</li> </ul> | <ul style="list-style-type: none"> <li>• Ancient Rome expanded gradually from 753 BC until it peaked around AD 100; it declined from 3rd century until collapse in AD 476</li> <li>• At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa</li> <li>• Roman citizens were plebians (poorer) or patricians (wealthy). Female citizens had very few rights compared to men.</li> <li>• <b>Slavery</b> is a system where people are owned by other people. Slaves are forced to work for no money</li> <li>• The Romans owned slaves, like the Greeks and Egyptians before them</li> <li>• Roman slaves were the poorest people in society or prisoners of war. Roman slavery was not based on <b>race</b> or <b>ethnicity</b></li> <li>• The Roman family was typically multigenerational. The extended family also included slaves</li> <li>• Ancient Rome was governed by <b>kings</b>, a <b>republic</b>, a <b>dictatorship</b>, one <b>empire</b> and then <b>two empires</b></li> <li>• The head of state remained the most powerful person in Rome, and he was <b>autocratic</b></li> <li>• Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods)</li> <li>• The <b>imperial cult</b> elevated emperors to having a god status</li> <li>• Many <b>Christians</b> were <b>persecuted</b> from the 1st century AD until Emperor Constantine declared tolerance for all beliefs</li> <li>• As the Roman Empire grew, the Romans were exposed to more and more ideas from different people</li> <li>• Roman science and technology - like roads and medicine – helped the Romans expand their empire</li> </ul> | <ul style="list-style-type: none"> <li>• The civilisations that came before Ancient Rome, particularly in western Asia, that contributed to Roman science and technology (Y5 Sum)</li> <li>• British Empire and how this grew to be larger than the Roman Empire (Y6)</li> </ul> |

Year 5: Spring - Roman Britain

|                             | Required prior knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Knowledge to be explicitly taught                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | How knowledge will be built upon                                                                                                                                                                                                                                                                                                                   |
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| Substantive                 | <ul style="list-style-type: none"> <li>• <b>Geography:</b> The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2)</li> <li>• An empire is a group of countries or places ruled by one person (Y3)</li> <li>• Ancient Rome expanded gradually from 473 BC until it peaked around AD 100; it declined from 3rd century until collapse in AD 476 (Y5 <u>Aut</u>)</li> <li>• At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa (Y5 <u>Aut</u>)</li> <li>• The head of state remained the most powerful person in Rome, and he was autocratic (Y5 <u>Aut</u>)</li> <li>• Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods) (Y5 <u>Aut</u>)</li> <li>• Roman science and technology - like roads and medicine - was needed more and more as the empire expanded (Y5 <u>Aut</u>)</li> </ul>                             | <ul style="list-style-type: none"> <li>• Roman <b>Emperor</b> Julius Caesar tried to <b>conquer</b> Britain twice from 55 BC but failed; Claudius was successful in AD 43</li> <li>• Britain was difficult for the Romans to control because it was far from the <u>centre</u> of the empire, it was one of many boundaries, and many Britons fought against Roman conquest</li> <li>• Roman Britain was a diverse place, for example, the Aurelian Moors formed the earliest documented black community in the north of England</li> <li>• The Romans kept control using <b>disciplined armies, forts</b>, roads and walls</li> <li>• The Roman emperor <b>delegated</b> power to the Governor in Britain, who delegated power to local leaders.</li> <li>• Taxes were collected locally and sent to the governor and emperor.</li> <li>• The Romans often allowed native tribe chiefs to continue in their roles as local leaders, as long as they submitted to Roman emperor</li> <li>• The Romans and the Britons had some shared culture, including towns, food and religion.</li> <li>• Literacy – the ability to read and write – allowed Romans to communicate quickly and to write their own versions of history</li> <li>• Drivers of power can be <u>categorised</u> into <b>institutional, economic, physical, intellectual</b> and <b>informal</b></li> </ul> | <ul style="list-style-type: none"> <li>• The British Empire used similar levers of physical, informal, institutional, economic and intellectual power to keep control of its colonies (case studies of Kenya and India) (Y6 Sum)</li> </ul>                                                                                                        |
| Disciplinary and procedural | <ul style="list-style-type: none"> <li>• <b>Mathematics:</b> Order and compare numbers up to and beyond 1000 (Y3)</li> <li>• <b>Mathematics:</b> Read Roman numerals (Y4)</li> <li>• <b>Causation:</b> Some things that have lots of causes that are connected in some way (Y3)</li> <li>• <b>Historical evidence:</b> Archaeology is the branch of history that deals with the remains of human life (Y3)</li> <li>• <b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3)</li> <li>• <b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3)</li> <li>• <b>Chronology:</b> Use vocabulary like decade and century (Y3)</li> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5 <u>Aut</u>)</li> </ul> | <ul style="list-style-type: none"> <li>• <b>[Mathematics]:</b> Recognise numbers and years written in Roman numerals</li> <li>• <b>Causation:</b> Causes can be <u>categorised</u> as economic, physical, institutional, social, environmental or others</li> <li>• <b>Causation:</b> Historians can argue that one cause is more important than another</li> <li>• <b>Historical evidence:</b> Historians cross-reference sources in order to build confidence</li> <li>• <b>Chronology:</b> Use vocabulary like decade, century and millennium</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• <b>Causation:</b> Historians interpret primary and secondary sources and build arguments to explain the causes of events (Y6 <u>Spr</u>)</li> <li>• <b>Chronology:</b> Use key dates to compare the timing of two events, considering how closely together or far apart they occurred (Y6 Sum)</li> </ul> |

|     | Required prior knowledge                                                                                                                                                                                                                                                             | Knowledge to be explicitly taught                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How knowledge will be built upon                                                                                                                                                                                                             |
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| VCS | <ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies (Y3)</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Drivers of power can be categorised into: <b>institutional</b> (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); <b>economic</b> (using money to give you power); <b>physical</b> (having physical strength or armies); <b>intellectual</b> (the power of knowledge and literacy); <b>informal</b> (soft power of influencing others)</li> <li>• <b>Power, empire &amp; democracy:</b> Leaders can delegate power to regional and local leaders</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power (Y6 Sum)</li> </ul> |

Year 5: Summer - Quest for knowledge

|                             | Required prior knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Knowledge to be explicitly taught                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | How knowledge will be built upon                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Substantive                 | <ul style="list-style-type: none"> <li>•<b>Geography:</b> There are seven continents in the world, six of which people live on (Y1)</li> <li>•Homo sapiens have lived on Earth for a relatively short time; they shared the Earth with Neanderthals but not with dinosaurs. Prehistoric Britain refers to the study of humans before there was writing (Y3)</li> <li>•Hunter-gatherer diets gradually gave way to agriculture in the Neolithic period (Y3)</li> <li>•An empire is a group of countries or places ruled by one person (Y3)</li> <li>•A civilisation is a group of people and their society, culture and way of life (Y3)</li> <li>•<b>Geography:</b> Indigenous people are the first people who lived in the place, and the generations of people who came after (Y4)</li> <li>•Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5 Aut)</li> <li>•<b>Science:</b> The Sun is at the centre of the solar system - the heliocentric model (Y5)</li> </ul> | <ul style="list-style-type: none"> <li>•<b>Homo sapiens</b> first lived in Africa ~200,000 BC and migrated across the world over thousands of years</li> <li>•The <b>oral tradition</b> is the sharing of knowledge, beliefs and cultures accumulated over many generations through the spoken word</li> <li>•<b>Ancient and early civilisations</b> had many similarities with each other (e.g. <b>irrigation</b>, writing, numbers) and made many developments</li> <li>•Civilisations in history often built upon others' ideas</li> <li>•The <b>Scientific Revolution</b> prioritised the scientific method in Europe, and organisations like the Royal Society created a new standard of knowledge</li> <li>•The <b>heliocentric model</b>, first put forward by Aristarchus of Samos and Aryabhata, was published again by Copernicus in 1543. This replaced the mainstream <b>geocentric model</b></li> <li>•Europeans believed that their knowledge was <b>superior</b> to the <b>traditional knowledge</b> of <b>indigenous people</b>. They imposed western knowledge and exploited traditional knowledge.</li> <li>•Indigenous peoples fought to <b>resist</b> the Europeans and maintain their traditional knowledge</li> </ul> | <ul style="list-style-type: none"> <li>•The British Empire at its peaked covered a quarter of the world's land. It kept control of its colonies using a range of methods (Y6 Sum)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Disciplinary and procedural | <ul style="list-style-type: none"> <li>•<b>Mathematics/history:</b> Number system over time has developed to include zero (Y4 Aut)</li> <li>•<b>Historical significance:</b> Historians can set their own criteria for what they consider to be significant, and why it should be studied (Y4 Spr)</li> <li>•<b>Change &amp; continuity:</b> Changes do not follow one trajectory (Y5 Aut)</li> <li>•<b>Change &amp; continuity:</b> Changes can take place gradually (evolution) or rapidly and completely (revolution) (Y5 Aut)</li> <li>•<b>Similarity &amp; difference:</b> Historians should <b>recognise</b> the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 Aut)</li> <li>•<b>Chronology:</b> Use vocabulary like decade, century and millennium (Y5 Spr)</li> <li>•<b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5 Aut)</li> </ul>                                      | <ul style="list-style-type: none"> <li>•<b>Historical significance:</b> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence</li> <li>•<b>Change &amp; continuity:</b> Changes do not always mean progress</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>•<b>Historical significance:</b> What historians consider to be significant is different to different people at different places and times (Y6 Sum)</li> <li>•<b>Historical significance:</b> We, as historians, can <b>recognise</b> reasons for why we are studying something in a particular place or time (Y6 Sum)</li> <li>•<b>Change &amp; continuity:</b> Change and continuity happen alongside each other within and between historical periods (KS3)</li> <li>•<b>Change &amp; continuity:</b> Historians' understanding of how and why changes took place develops over time (Y6 Spr)</li> </ul> |

|     | Required prior knowledge                                                                                                                                                                                                                                                                                                                                           | Knowledge to be explicitly taught                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How knowledge will be built upon                                                                                                                                                 |
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| VCs | <ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents (Y4 <a href="#">Spr</a>)</li> <li>•<b>Quest for knowledge:</b> Different civilisations place different values on knowledge and scientific development than others (Y4 <a href="#">Spr</a>)</li> </ul> | <ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word</li> <li>•<b>Quest for knowledge:</b> Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world</li> <li>•<b>Quest for knowledge:</b> Official 'belief systems' may change quickly but, in practice, individuals' beliefs did not change that quickly.</li> </ul> | <ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> People's personal 'belief systems' can take on ideas from lots of places (Y6 <a href="#">Aut</a>)</li> </ul> |