

	Autumn	Spring	Summer
Unit of work	Ancient Greece	The Roman Empire	Roman Britain
Link to Programme of study	The Ancient Greek civilisation and its influence on history throughout the world and in particular – Western Europe.	The Roman Empire and its impact on Britain	The Roman Empire and its impact on Britain
Composite knowledge	<p>Why was the ancient Greek civilisation important and how did they affect the world today?</p> <p>What is meant by the word influential? Who eventually conquered the Greeks and when did this happen? What were the roles of women in Ancient Greek cultures (Sparta)? What are the key events during this period? – (Date/event) What did democracy in Athens look like? Why is democracy important today? Why do we value democracy</p> <p>Substantive Concepts: Civilisation (4) Ruler (7) Empire (2) Achievements (11) Invasion and Conquest (2) Cultural change (10)</p>	<p>How did the Roman Empire become so strong and why did it fall?</p> <p>What is an empire? Identify the fundamentals of an 'empire': Empires are created mostly for resources Empires help move resources around Empires are difficult to manage</p> <p>Who were the Romans and when did they exist? Roman history is separated into differed periods The Romans existed long before they arrived in Britain The story of the founding of Rome around 753BC - Romulus and Remus</p> <p>Civilisation (5) Ruler (8) Empire (3) Invasion and Conquest (3) Achievements (12) Cultural change (11)</p>	<p>Why did the Romans invade Britain and how did it affect Britain?</p> <p>Who was Julius Caesar? When/why, did Julius Caesar invade Britain? (55-54BC). What was the impact of the Roman invasion? Who was Emperor Claudius? Who built Hadrian's Wall? Why? Why did Boudicca rebel against the Romans? What is the legacy of the Roman Empire?</p> <p>Substantive Concepts: Civilisation (5) Ruler (8) Empire (3) Invasion and Conquest (3) Achievements (12) Cultural change (11)</p>
Intentional knowledge they need to understand (Component knowledge)	<p>Understanding Chronology: Ancient Greek – Timeline – 146 BCE - 776 BCE Events: 776 BCE – First Olympics (games).</p> <p>Similarity, difference and significance: In the sixth century BCE, an Athenian called Cleisthenes helped to introduce a new political structure of demokratia or 'rule by the people'</p> <p>Pythagoras, Archimedes and Hippocrates some of the most significant discoveries in mathematics, science and medicine.</p> <p>Interpreting History through Sources/Artefacts: Pottery (archaeological sites). Myths and Legends</p>	<p>Understand Chronology: Our timeline ends at AD 476 as this was when the empire had been split (Eastern and Western) into two and the part that contained Rome itself (Western) fell. The Eastern part of the empire continued for nearly 1,000 years.</p> <p>Similarity, difference and significance: Significance of the empire</p> <p>Cause and Consequence: Invasions and expansion of empire</p> <p>Continuity and Change: expansion of empire Trade</p>	<p>Understand Chronology: Identifying key events will show the rise and fall of Roman power in Britain and the reasons for it.</p> <p>Beginning with the first invasion until Boudicca's rebellion. Timeline: 55-54BCE – Julius Caesar first invaded Britain. AD 48 – Emperor Claudius invaded Britain. AD 112 – Hadrian's Wall was built. 60/61 CE – Boudicca's Rebellion.</p> <p>Similarity, difference and significance: Julius Caesar, Emperor Claudius, Boudicca and</p>

	<p>Ancient Greek artwork Parthenon</p> <p>Cause and Consequence: 431–404 BCE: The Peloponnesian War (Athens defeated by Sparta). 146 BCE Greeks defeated by the Romans at the Battle of Corinth.</p> <p>Continuity and Change: Ancient architecture – three evident styles – Doric – Corinthian – Ionic. Characteristics and features such as columns</p>	<p>Roman army</p> <p>Interpreting History through Sources/Artefacts: Romulus and Remus story Images Video reconstructions</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Understand that sources can contradict each other</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p>	<p>Augustus, Hadrian. Interpreting History through Sources/Artefacts: Roman Baths, Roman forts. Satellite views of Hadrian’s Wall and remains of relics. Roman armour, weapons, tools, excavated coins. Visit to the British Museum/online tour.</p> <p>Cause and Consequence: Caesar’s invasion, Claudius’s succession, Augustus and Boudicca’s rebellion.</p> <p>Continuity and Change: The Roman’s built over 10,000 miles of roads and built houses, forts and temples from stone. The Romans brought bathhouses, central heating and sanitation and built one of the most famous set of defences in history: Hadrian’s Wall.</p>
National Curriculum KS1 (skills)	<p>Pupils should learn about :</p> <ul style="list-style-type: none"> ➤ Continue to develop a chronologically secure knowledge & understanding of British, local & world history ➤ Address and sometimes devise historically valid questions about change, cause, similarity & difference, and significance ➤ Develop the appropriate use of historical terms, note connections, contrasts and trends over time ➤ Establish clear narratives within and across periods studied ➤ Construct informed responses by selecting and organising relevant historical information ➤ Understand how knowledge of the past is constructed from a range of sources ➤ Understand that different versions of the past may exist giving some reasons for this 		
vocabulary	<p>Period - Democracy - Battle - Government - System - Philosophy - Strategy - Myth</p>	<p>Civilisation – caliph – wisdom – mosque – prophet</p>	<p>Hierarchy, Romanisation, Claudius, legacy, rebellion, Boudicca, Hadrian’s Wall. Impact, territory, collapse, authority economy, challenge, resistance, archaeology.</p>
Links to prior knowledge	<p>Place on timeline in relation to their previously learnt historical knowledge. Contact to other periods in history. Comparing the roles and equality of women in both Viking and Ancient Greek cultures.</p>	<p>Empires, Greek empire Recap on Stone, Bronze and Iron Age Britain from last year and how the Romans only started during the Iron Age in Britain. Highlight that people had been living in Italy LONG before the Romans, but they were just initially a small group of people who expanded further and further. Note who else was around at the</p>	<p>To explore the place on a timeline in relation to another historical knowledge, for example: GfOL</p>

		time of the Romans as well – Greeks, Egyptians, Maya and Anglo-Saxons. What might this mean about all of these people? Establish that they may have had connections with each other through trade, war or exploration.	
Key knowledge for assessment	<p>What are the key events that took place in Ancient Greece?</p> <p>When did these events occur?</p> <p>What are the similarities and differences between the role undertaken by woman in Ancient Greece and Viking England?</p> <p>Why did the Ancient Greeks introduce democracy and why is it still important today?</p>	<p>Key dates in the history of the Roman Empire.</p> <p>What is an empire?</p> <p>What are the fundamentals of an empire?</p> <p>Who were the Romans and when did they exist?</p> <p>Our timeline ends at AD 476 as this was when the empire had been split (Eastern and Western) into two and the part that contained Rome itself (Western) fell. The Eastern part of the empire continued for nearly 1,000 years.</p>	<p>Highlight the key details of Roman Britain.</p> <p>The Romans had existed for nearly 800 years before they conquered Britain?</p> <p>Name the significant Roman Emperors of Britain.</p> <p>When did the Romans conquer Britain?</p> <p>Where did Hadrian build a wall? Why?</p> <p>Who led the Iceni tribe against the Romans?</p> <p>Why did Boudicca rebel?</p> <p>What was the name of the Emperor who successfully invaded Britain?</p> <p>What artefacts inform us what Roman Britain was like?</p> <p>What is the legacy of the Roman invasion?</p>
Cross-curricular links	<ul style="list-style-type: none"> • Art – Greek pottery. • Geographical layout of Ancient Greece. 	Geography – locate countries that became part of the Roman Empire	<p>I was There – Boudicca's Army (Reading).</p> <p>Reading texts- Fluency/ Reading Lessons</p> <p>Literacy-Poetry/ Non-Chronological Report</p> <p>Art/ D&T- Design and create own Roman shield.</p> <p>Maths- Learn Roman numerals 1-12</p>
Oracy & Outdoor Learning Links	<p>Human timeline (outdoors)</p> <p>Local walk to look at architecture</p> <p>Democracy lesson – debate</p> <p>Fact file hunt</p> <p>Talking in trios/ group work collaboration</p> <p>Drama</p> <p>Oracy - Discussion - Why was the ancient Greek civilisation important and how did they affect the world today?</p>	<p>Fact file hunt</p> <p>Talking in trios/ group work collaboration</p> <p>Drama</p> <p>Oracy - Discussion - How did the Roman Empire become so strong and why did it fall?</p>	<p>Perform poems in the style of a battle</p> <p>St Alban's Cathedral trip?</p> <p>Fact file hunt</p> <p>Talking in trios/ group work collaboration</p> <p>Drama</p> <p>Oracy - Discussion - Why did the Romans invade Britain and how did it affect Britain?</p>