



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
<b>All pupils:</b>	<ul style="list-style-type: none"> <li>An empire is a group of countries or places ruled by one person (Y3-4)</li> <li>An autocracy is a system of government where one person or one group can rule exactly as they want to forever, e.g. Ancient Egypt and Maya (Y3-4)</li> <li>Ancient Egyptians believed that the pharaoh was half man, half god (Y3-4)</li> <li>A civilisation is a group of people and their society, culture and way of life (Y3-4)</li> <li>Democracy is a system of government where everyone has a say (Y3-4)</li> <li>Ancient Greeks believed in multiple gods and wrote myths (Y3-4)</li> <li>The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy (Y3-4)</li> <li>The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt (Y3-4)</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 plebeians (poorer) or patricians (wealthy). Female citizens had very few rights compared to men.</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.</li> <li>Roman slavery was not based on race or ethnicity</li> <li>Ancient Rome was governed by kings, a republic, a dictatorship, one empire and then two empires</li> <li>The head of state remained the most powerful person in Rome, and he was autocratic</li> <li>Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods)</li> <li>The imperial cult elevated emperors to having a god status</li> <li>Many Christians were persecuted 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>Review knowledge of Roman empire when learning about Roman Britain (Y5-6 CA Spr2)</li> <li>Review knowledge of science and technology in the Roman empire (Y5-6 CA Sum2)</li> </ul>
<b>Year 5 age pupils:</b>		<ul style="list-style-type: none"> <li>Slavery is a system where people are owned by other people. Slaves are forced to work for no money</li> </ul>	<ul style="list-style-type: none"> <li>Review knowledge of fall of the Roman empire before learning about rise of Anglo-Saxons in England (Y5-6 CB Aut2)</li> <li>Review gradual growth of Christianity in Roman empire when learning about gradual growth in Anglo-Saxon England (Y5-6 CB Aut2)</li> <li>Review Roman empire when learning about British empire (Y5-6 CB Sum2)</li> </ul>
<b>Year 6 age pupils:</b>	<ul style="list-style-type: none"> <li>Anglo-Saxons arrived in England after 410.</li> <li>Archaeological evidence reveals that the transition from Anglo-Saxon beliefs to Christianity was slow and complicated for individuals (Y5-6 CB Aut2)</li> <li>Slavery is a system where people are owned by other people. Slaves are forced to work for no money. Vikings traded in slaves (Y5-6 CB Spr2)</li> <li>The British Empire grew from the sixteenth century and, at its peak in 1919, covered a quarter of the world's land (Y5-6 CB Sum2)</li> </ul>	<ul style="list-style-type: none"> <li>Review how conversion to Christianity was a gradual process and link back to knowledge of Christianity at Sutton Hoo and Anglo-Saxon England.</li> <li>Review how Vikings also used and traded slaves across Europe and beyond.</li> <li>Compare size and aspects of Roman empire with the British empire.</li> </ul>	



European History:  
Ancient Rome

Year 5-6: Autumn



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<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> Use negative numbers (Y4)</li> <li>• <b>Change &amp; continuity:</b> Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y1-2)</li> <li>• <b>Historical evidence:</b> Political maps have changed over time (Y3-4)</li> <li>• <b>Chronology:</b> Use vocabulary like decade and century (Y3-4)</li> <li>• <b>Chronology:</b> Convert between a year and a century (Y3-4)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Change &amp; continuity:</b> Changes do not follow one trajectory</li> <li>• <b>Change &amp; continuity:</b> Changes can take place gradually (evolution) or rapidly and completely (revolution)</li> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Change &amp; continuity:</b> Changes do not always mean progress (Y5-6 CA Sum2)</li> <li>• <b>Similarity &amp; difference:</b> Make decisions about when and how it is appropriate to generalise or group individuals when describing experiences (KS3)</li> <li>• <b>Chronology:</b> Describe historical periods or events using any date, and millions of years ago (KS3)</li> </ul>
Year 5 age pupils:		<ul style="list-style-type: none"> <li>• <b>Similarity &amp; difference:</b> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics</li> </ul>	
Year 6 age pupils:	<ul style="list-style-type: none"> <li>• <b>Similarity &amp; difference:</b> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5-6 CB Sum2)</li> </ul>		
Vertical concepts	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> Communities can be brought together by geographical location, or by a shared identity (Y3-4)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth. Slaves could be taken from different communities based on their race, ethnicity or gender.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> Issues of modern slavery that remain in the world today (KS3)</li> </ul>

Disciplinary





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
<b>All pupils:</b>	<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 (Y1-2)</li> <li>An empire is a group of countries or places ruled by one person (Y3-4)</li> <li>The pharaoh led the ancient Egyptian empire, and the caliph led the early Islamic empire (Y3-4)</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 (Y5-6 CA Aut)</li> <li>At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa (Y5-6 CA Aut)</li> <li>The head of state remained the most powerful person in Rome, and he was autocratic (Y5-6 CA Aut)</li> <li>Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods) (Y5-6 CA Aut)</li> <li>Roman science and technology - like roads and medicine - was needed more and more as the empire expanded (Y5-6 CA Aut)</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 centre 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, roads</b> 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> </ul>	<ul style="list-style-type: none"> <li>Romans developed Latin which is the alphabet we use today (Y5-6 BA Sum)</li> </ul>
<b>Year 5 age pupils:</b>	<ul style="list-style-type: none"> <li>Drivers of power can be categorised into <b>institutional, economic, physical, intellectual and informal</b></li> </ul>	<ul style="list-style-type: none"> <li>Drivers of power can be categorised into <b>institutional, economic, physical, intellectual and informal</b></li> </ul>	<ul style="list-style-type: none"> <li>Review the ways that Romans kept control in Britain and consider how these are similar to the power of Anglo-Saxon kings (Y5-6 CB Aut) and British empire (Y5-6 CB Sum)</li> </ul>
<b>Year 6 age pupils:</b>	<ul style="list-style-type: none"> <li>Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5-6 CB Aut)</li> <li>The items the Anglo-Saxon king was buried at Sutton Hoo with show he wanted to present himself as having physical, economic, intellectual and informal power (Y5-6 CB Aut)</li> <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) (Y5-6 CB Sum)</li> </ul>	<ul style="list-style-type: none"> <li>Review how ways Romans maintained control link back to the ways that <b>Anglo-Saxons</b> and the <b>British empire</b> were powerful and maintained control (institutional, economic, physical, intellectual and informal power)</li> </ul>	





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
<b>All pupils:</b>	<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 (Y3-4)</li> <li>• <b>Historical evidence:</b> Archaeology is the branch of history that deals with the remains of human life (Y3-4)</li> <li>• <b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3-4)</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 (Y3-4)</li> <li>• <b>Chronology:</b> Use vocabulary like decade and century (Y3-4)</li> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5-6 CA Aut)</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 categorised 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>Chronology:</b> Use vocabulary like decade, century and millennium</li> <li>• <b>Historical evidence:</b> Historians cross-reference sources in order to build confidence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Describe historical periods or events using any date, and millions of years ago (KS3)</li> </ul>
<b>Year 5 age pupils:</b>			<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 (Y5-6 CB Spr2)</li> </ul>
<b>Year 6 age pupils:</b>	<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 (Y5-6 CB Spr2)</li> </ul>		
<b>Vertical concepts</b>	<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 (Y3-4)</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> </ul>	





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul style="list-style-type: none"> <li>• <b>Geography:</b> There are seven continents in the world, six of which people live on (Y1 Sum)</li> <li>• Homo sapiens have lived on Earth for a relatively short time; they shared the Earth with Neanderthals but not with dinosaurs.</li> <li>• Prehistoric Britain refers to the study of humans before there was writing (Y3 Aut)</li> <li>• Hunter-gatherer diets gradually gave way to agriculture in the Neolithic period (Y3 Aut)</li> <li>• An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>• A civilisation is a group of people and their society, culture and way of life (Y3 Sum)</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 Aut)</li> <li>• Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5-6 CA Aut)</li> <li>• <b>Science:</b> The Sun is at the centre of the solar system - the heliocentric model (Y5-6 CA Sum2)</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 of 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>• Review British and European imposition and exploitation of knowledge as part of the British empire (Y5-6 CB Sum2)</li> </ul>
Year 5 age pupils:			
Year 6 age pupils:	<ul style="list-style-type: none"> <li>• The British Empire grew from the sixteenth century and, at its peak in 1919, covered a quarter of the world's land. (Y5-6 CB Sum2)</li> </ul>	<ul style="list-style-type: none"> <li>• Review <b>British empire</b> when discussing European imposition and exploitation of knowledge around the world.</li> </ul>	





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
<p><b>All pupils:</b></p>	<ul style="list-style-type: none"> <li>• <b>Mathematics:</b> Number system over time has developed to include zero (Y4)</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 (Y3-4)</li> <li>• <b>Change &amp; continuity:</b> Changes do not follow one trajectory (Y5-6 CA Aut)</li> <li>• <b>Change &amp; continuity:</b> Changes can take place gradually (evolution) or rapidly and completely (revolution) (Y5-6 CA Aut)</li> <li>• <b>Similarity &amp; difference:</b> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5-6 CA Aut)</li> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5-6 CA Aut)</li> <li>• <b>Chronology:</b> Use vocabulary like decade, century and millennium (Y5-6 CA Spr)</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>Change &amp; continuity:</b> Consider the nature, pace and extent of change over time, and how interpretations of these changes have also changed! (KS3)</li> </ul>
<p><b>Year 5 age pupils:</b></p>			<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 (Y5-6 CB Sum2)</li> <li>• <b>Historical significance:</b> We, as historians, can recognise reasons for why we are studying something in a particular place or time (Y5-6 CB Sum2)</li> </ul>
<p><b>Year 6 age pupils:</b></p>	<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 (Y5-6 CB Sum2)</li> <li>• <b>Historical significance:</b> We, as historians, can recognise reasons for why we are studying something in a particular place or time (Y5-6 CB Sum2)</li> </ul>		
<p><b>Vertical concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents (Y4)</li> <li>• <b>Quest for knowledge:</b> Different civilisations place different values on knowledge and scientific development than others (Y4)</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> </ul>	

