**History Whole School Progression of Knowledge**

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| **YEAR FIVE** | | |
| **Context** | **Roman Empire** | **Ancient Greece** |
| **Vocabulary/Significant Knowledge** | Empire, Claudius, Ceasar, invade, Boudica, account, interpretation, Roman Army, powerful, contrast, Celts, changes, society, evidence, comparisons, | Ideas, Beliefs, attitudes , society, legacy, Trojan Wars 2. Olympics, Athens, Battle of Marathon, Parthenon, Theseus and the Minotaur, Agora, Sparta, |
| **Historical Enquiry Questions** | * Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? * Why did Boudica stand up to the Romans and what image do we have of her today? * How were the Romans able to keep control over such a vast empire? * How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know? * How can we solve the mystery of why this great empire came to an end? * How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago? | * How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? * What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? * Why was Athens able to be so strong at this time? * What was so special about life in 5 th Century BC Athens that makes us study it? * What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? * In what ways have the Ancient Greeks influenced our lives today? |
| **Skills**  Chronology | * Continue to develop chronologically secure knowledge of history. * Establish clear narratives within and across periods studied. * Place events, artefacts and historical figures on a time line using dates, terms, events and key concepts (*cause and consequence, continuity and change, similarity and difference).* | * Continue to develop chronologically secure knowledge of history. * Establish clear narratives within and across periods studied. * Place events, artefacts and historical figures on a time line using dates, terms, events and key concepts (*cause and consequence, continuity and change, similarity and difference).* |
| **Skills**  Investigating and interpreting using evidence. | * Use evidence to ask and answer more complex questions about the past. * Understand that no single source of evidence gives the full answer to questions about the past. * Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history and to form testable hypotheses about the past. | * Use evidence to ask and answer more complex questions about the past. * Understand that no single source of evidence gives the full answer to questions about the past. * Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history and to form testable hypotheses about the past. |
| **Enquiry Skills**   * Cause & consequence * Continuity and change * Similarity and difference | * Describe / make links between main events, situations and changes within and across different periods/societies. * Identify and give more detailed reasons for, results of, historical events, situations, changes * Identify historically significant people and events in situations and give reasons as to why. | * Describe / make links between main events, situations and changes within and across different periods/societies. * Identify and give more detailed reasons for, results of, historical events, situations, changes * Identify historically significant people and events in situations and give reasons as to why. |