Year Group 5/6: The Roman Empire

Year group:	5&6	Term:	SPRING 2	Theme:	Christianity in Three Empires

Prior learning

Know that:
Rome was a vast empire.
Rome ruled over the province of Judea.
Jesus was born in Bethlehem (in Judea).
The Jewish people were waiting for a messiah.
Rebellion in the empire was ruthlessly supressed.
Jewish people had tried to rise up and rebel against the Roman Empire.
Christianity was born out of Judaism.

Knowledge - Content

1. **Christians in the Roman Empire.** The spread of Christianity across the Roman Empire. Suspicions about early Christians. Persecution of Christians.
2. **The Emperor Constantine.** Constantine's vision and Christianity as the official religion of Rome. The division of the Roman Empire
3. **The Byzantine Empire.** The end of the Roman Empire. The importance of Constantinople. The Emperor Justinian and his law code.
4. **The African Empire Aksum.** Terrace farming, salt and Aksum as key trading hub during the fourth century.
5. **The Christian Aksum Empire.** The start of Christianity in Aksum to coincide with the start of Christianity in the Roman Empire. The Ethiopian rock churches.
6. **How Aksum became a Christian State.** Evidence of Christians in Aksum. Sources to support the story of King Ezana.

What made each early Christian state special?

Cross-curricular and visits/visitors

Disciplinary Knowledge

Historians use special skills – this is called disciplinary knowledge.

Chronology

Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
Sequencing events and periods through the use of appropriate terms relating to the passing of time *(empire)*
In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts

Events, People and Changes

Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of societies; achievements and follies of mankind.
Establishing a narrative showing connections and trends within and across periods of study.
Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.
Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.

Communication

Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.

Enquiry, Interpretation and Using Sources

Understand the methods of historical enquiry, how evidence is used to make historical claims, and *begin* to discern how and why contrasting arguments and interpretations of the past have been constructed.
Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses
Begin to recognise why some events, people and changes might be judged as more historically significant than others.
Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.
Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.

Key Vocabulary

Bethlehem	forgiveness	miracles	myrrh	frankincense	rose from the dead		official religion
converted	baptised	shepherd	persecute	persecution	incense	disloyal	
Askum	ivory	sacked	Goths	suspicious	martyrs	memorial	rivals
plateau	tusks	marble	Huns	amphitheatres	Ezana	Constantine	vision
terraces	perfume	halo	Visigoths	Constantinople	culture	Byzantine	mosaic
lowlands	Yemen	Three wise men	hewn	Byzantine Empire		harbour	code
Adulis	mints	preserve	sacred	Empress Theodora		hippodrome	innocent
caravan	state	perilous	shipwreck	baptismal font	bishop	stadium	law courts
export	Ethiopia	saints	professor	patriarch	stela	Justinian	rights

Challenging Vocabulary

persecute	Mistreat someone because of their beliefs
suspicious	Having distrust of someone
amphitheatre	an open circular or oval building with a central space surrounded by tiers of seats for spectators, for the presentation of dramatic or sporting events
hippodrome	Course for chariot or horse races
plateau	Elevated flat land
perilous	Full of risk or danger
patriarch	Male head of a family or tribe