

Year Group 5/6: The Round City: Baghdad

Year group:	5&6	Term:	AUTUMN 2	Theme:	Anglo-Saxon Britain
Prior learning					Cross-curricular and visits/visitors
Know that: Rome was a vast empire. Rome ruled over the province of Judea. Claudius added Britain to the empire. The Roman Empire divided and eventually fell. By the end of the third century, Rome found it increasingly difficult to defend its frontiers.					Stories with Historical Setting - English
					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 (<i>empire</i>) 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 <i>begin</i> 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					Challenging Vocabulary