

Year Group 5/6: The Roman Empire

Year group:	3&4	Term:	SPRING 2	Theme:	Christianity in Three Empires				
Prior learning					Cross-curricular and visits/visitors				
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 suppressed. Jewish people had tried to rise up and rebel against the Roman Empire. Christianity was born out of Judaism.									
Knowledge - Content					Disciplinary Knowledge				
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.					Historians use special skills – this is called disciplinary knowledge. Chronology Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Events, People and Changes Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. Communication Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. Enquiry, Interpretation and Using Sources Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses				
What made each early Christian state special?									
Key Vocabulary					Challenging Vocabulary				
Bethlehem	forgiveness	miracles	myrrh	frankincense	rose from the dead	official religion	persecute	Mistreat someone because of their beliefs	
converted	baptised	shepherd	persecute	incense	disloyal		suspicious	Having distrust of someone	
Askum	ivory	sacked	Goths	suspicious	martyrs	memorial	rivals	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
plateau	tusks	marble	Huns	amphitheatres	Ezana	Constantine	vision	hippodrome	Course for chariot or horse races
terraces	perfume	halo	Visigoths	Constantinople	culture	Byzantine	mosaic	plateau	Elevated flat land
lowlands	Yemen	Three wise men	hewn	Byzantine Empire	harbour	code		perilous	Full of risk or danger
Adulis	mints	preserve	sacred	Empress Theodora	hippodrome	innocent		patriarch	Male head of a family or tribe
caravan	state	perilous	shipwreck	baptismal font	bishop	stadium	law courts		
export	Ethiopia	saints	professor	patriarch	stela	Justinian	rights		