**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?
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| **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).*
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| **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.
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| **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.
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