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**End Point**

**How did the Ancient Romans and Greeks influence our lives today?**

Fab Finish **–** Guided Museum Tour

*Artefacts, models, written, pictorial and spoken*

*Roads/transport, quality of living, legionaries, entertainment*

KWL

1.K = knowledge. Show question and ask what we already know. Record on display as well as on p2 of Theme Folders.

W = what do we want to know. Added to over time (also on p2 of folder)

Sequence the chronology of history

2. Timelines – putting chn’s lives in sequence.

3. History taught in school in sequence.

4. Events in Roman period in sequence.

*Recap for some year groups, length of activities will vary*

Interpret the past using sources and artefacts

5. Recap primary and secondary sources in a familiar context. Discuss reliability and bias.

6. Visit to Yorkshire Museum (legionaries workshop)

7. Find out about legionaries’ lives through their clothing and equipment.

8. Select relevant sources to answer a question about entertainment.

Consider the past from different points of view

9. Persuasive argument about becoming a legionary (through writing).

10. Where were all the women? Use vases, Olympics and theatre to investigate. Point of view of women.

Explore the impact of people in historical events

11. What impact did the leaders have? What was their role in society?

12. Julius Caesar – coins, P4C leader (The Conquerors) being a follower (RE), Shakespeare, July

Identify the similarities, differences or changes throughout time

13. Reflect back on learning so far. How has that impacted us today?

14+. Time to research and prepare on their area for Fab Finish.

Reflection

15. Written reflection to go on final page in folders and added to Uni Files.

Review will be an integral part of each session with built in time to discuss and record what has been learnt, any misconceptions or new questions. These will be added to the classroom display in the right section of the KWL grid and in Theme Folders (up to teacher’s discretion whether to type for the class or record individually). This will be used to measure impact.

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| **Knowledge** | **Skills** | **Concepts** | **Key Vocabulary** |
| * The Roman Empire and its impact on Britain.
* Ancient Greece – the study of Greek life and achievements and their influence on the Western World.
 | * Begin to identify primary and secondary sources and the difference between these.
* Select and combine relevant information from different sources, to build up a picture of life in the time of history studied.
* Place events, people and changes into correct periods of time; and make some comparisons.
* Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century and decade.
* Study varied aspects of the lives of different people; such as men and women.
* Examine causes and results of events, and the impact on people.
* Identify, describe and give reasons for, and results of, historical events, situations and changes within and across different periods.
* Show some understanding that aspects of the past have been represented and interpreted in different ways.
 | * Have sense of time over historical periods
* Know the difference between primary and secondary sources.
* Understand that different experiences give people a different point of view
* Understand that the actions of an individual can make a big difference
* Be able to compare my life with the historical period
* Question what is the same and what is different between time periods
 | SequenceChronology/chronological orderPrimary/secondary sourceArtefactInterpretViewpointBiasValidity Past/present/futureConnectionsContrastsTrendsSimilaritiesDifferencesChanges Significance EventsImpact Time period  |