



Subject- History



Threshold Concepts and Milestones

Threshold Concept	Year 5	Content
<p>Investigate and interpret the past</p> <p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<p>Use websites, films and photos of artefacts, archaeological digs and landmarks that still remain. Study paintings and reconstructions of the Roman army.</p> <p>Do written sources reflect the views of those in power or the majority (who were predominantly illiterate)?</p> <p>Why would people have different opinions?</p> <p>Can we trust all the evidence?</p> <p>Were the Roman army always honest about their battles?</p> <p>Are there other undiscovered artefacts/archaeological sites?</p> <p>What do people from other times say about the Roman empire?</p>

<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain using prior learning • Compare some of the times studied with those of the other areas of interest around the world. 	<p>Are there any landmarks in Nottingham or other locations in the East Midlands (Leicester/Lincoln) that remain from the Roman times? Were the Romans successful in this part of Britain?</p> <p>Compare local area to other places in Britain. What do the artefacts of coins and jewellery (bribes) discovered in Scotland show us about how the Roman army worked with the tribes in other parts of Britain?</p> <p>Did on-going conflict, to quash revolts, mean the army was successful?</p> <p>Did it successfully create a Roman society in Britain? Did they respect the existing social, religious and cultural norms?</p> <p>What was happening closer to Rome? Look at Spartacus' fight for freedom.</p> <p>Where else did the Romans invade?</p> <p>Compare the Roman Empire to other empires (Egyptian and British empire). Compare the Roman empire to the representation of other empires.</p> <p>Are our lives still influenced by the impact of the Roman army in Britain?</p>
<p>Understand chronology This concept involves an understanding of how to chart the passing of time</p>	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, 	<p>What do the soldier's weapons and clothing show us about the changes in military technology and the strength of the Roman army? What forms of technology existed in ancient times before and after the Romans? Did this make the army more successful?</p>

<p>and how some aspects of history studied were happening at similar times in different places</p>	<p>political, technological and cultural).</p> <ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them on a time line. • Use dates and terms accurately in describing events. 	<p>Did the Romans bring peace and freedom?</p> <p>What do the examples of Roman villas and fortresses tell us about society and culture in the Roman times?</p> <p>When did the Romans influence and change people's beliefs, such as their religious beliefs? What changed and remained? Compare this to multi-culturalism in Britain today.</p> <p>Make a timeline of key battles and advances, next to a map showing the Roman army's advances and the walls built (Hadrian's and Antonine's wall). Locate the Roman's invasion of Britain on a timeline in the context of the Anglo-Saxon and Viking invasions.</p>
<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • Use literacy, numeracy and computing skills to 	<p>Numeracy: Roman Numerals, dates and times. Identify the significance of BC/BCE and AD/ACE on a timeline (number line).</p> <p>CoJo: Missions to help children have real life experiences of training, marching, organising for a battle before writing their accounts).</p> <p>Literacy: Compare what a Roman soldier or Caledonian tribesperson would write in their diary compared to what a year 5 child writes about life in the 21st Century.</p> <p>Thinking: Debate philosophical questions related to: empires, conflict, borders, success, integration, freedom and how we view the other - make links to current issues relating to globalisation and nationalism, e.g. Brexit.</p>

	<p>an exceptional standard in order to communicate information about the past.</p>	<p>Enliven and Computing: Children create 21st Century poster, from a Roman soldier/Caledonian tribesperson, advertising their army and arguing for or against the historical question: Was the Roman army successful in Britain?</p>
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Diversity

Investigate how diverse the Roman army was, identifying Roman soldiers and citizens from North Africa.

Local History: Forest Ground (covered in the summer term)

Investigate Forest Recreation Ground and its different uses over the years.