



Subject- History



Threshold Concepts and Milestones

Threshold Concept	Year 5	Content
<p>Investigate and interpret the past 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. Compare diary accounts written by soldiers and tribes living in Britain. Study paintings and reconstructions of the Roman army.</p> <p>Decide whether or not evidence is biased - is this still valid? Why would people have different opinions? Do written sources reflect the views of those in power or the majority (who were predominantly illiterate)?</p> <p>Can we trust all the evidence? Were the Roman army always honest about their battles? Would anyone have exaggerated or changed the recording of events to persuade people that they were successful? Accounts from Roman soldiers and their enemies - why do they differ?</p> <p>Are there other undiscovered artefacts/archaeological sites? Would they tell us something different? Could there have been other sources of evidence that were destroyed?</p> <p>What do people from other times say about the Roman empire? Is the empire recorded as a positive or negative historical event? Did people feel/fearful/free within the boundaries of the empire? Compare the Roman empire to the representation of other empires.</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/East Midlands- Leicester/Lincoln that remain from the Roman times? What artefacts have been found? Do they tell us how the local area was affected? Were the Romans successful in this part of Britain? How did life change for those who were living in Britain before and after the Romans? Was there a class system and did the Romans change this? Was everyone affected in the same way? Are our lives still influenced by the impact of the Roman army in Britain? 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 the army make Britain more peaceful? What approach did the army take: did they integrate or enforce their view of the world; did they respect the existing social, religious and cultural norms? Does this make the army more/less successful? Were people regularly fighting/revolting in Britain during ancient times? Did people revolt more against the Roman army? Did on-going conflict, to quash revolts, mean the army was successful; did it successfully create a Roman society in Britain? What is a successful society? Do boundaries help create this?</p> <p>What was happening closer to Rome? Look at some gladiators and Spartacus' fight for freedom. What about other countries around the world? Where else did the Romans invade? How did people react to the Roman empire? Compare Romans with the Greek empire. How successful was the Greek empire? What did the Romans learn from the Greeks and their military tactics?</p>
<p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p>	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change 	<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>Did the Romans bring peace and freedom? Did people feel like they belonged to the Roman empire? What do the examples of Roman villas and fortresses tell us about society and culture in the Roman times? When did the Romans influence and change people's beliefs, such as their religious beliefs? What changed and remained? Were the Romans able to include everyone's beliefs (did they create a cohesive multi-cultural society)? Compare this to multi-culturalism in Britain today. How has religion in Britain changed since the introduction of Christianity?</p>

	<p>over time, representing them on a time line.</p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events. 	<p>Make a timeline of key battles and advances, next to a map showing the Roman army's advances. For example, when was Hadrian's and Antonine's wall built - why do they have these names? Compare army's attempts during the BC and AD centuries. Locate the Roman's invasion of Britain on a timeline in the context of the Anglo-Saxon and Viking invasions. Did empires and invasions change after the Roman army?</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 an exceptional standard in order to communicate information about the past. 	<p>Initially, link past and present - distances, times and dates are still measured using Roman numerals, such as decades and centuries. This will be included in Autumn 1 place value maths. Identify the significance of BC and AD (before and after - sequence and order). In addition, make links between Roman numerals, Latin and Spanish.</p> <p>Following on from this, contrast the past and present. In English lessons, write diary accounts from the beginning of the year (initially from child's own perspective about starting school - recent past, to the perspective of a Roman soldier invading Britain, and to the perspective of a tribesperson already living in Britain). Use CoJo missions to help children have real life experiences of training, marching, organising for a battle before writing their accounts).</p> <p>Once children have enough facts and vocabulary start debating sessions. They can gradually decide whether they think the Romans were successful and develop a presentation on a chosen topic related to the Roman empire in Britain.</p> <p>Building on all of this work, when completing CoJo missions involving battles, children will decide whether to be a part of the Roman army and its aim to build an empire with boundaries or Spartacus' army's fight for freedom. Between missions, include a session for children to discuss their tactics, using their knowledge of the Roman army.</p> <p>Presentation: Finally, in thinking sessions, 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>