	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	**What legacy did the Ancient Greeks leave?**		**How did Viking and Saxon invasions and resistance change life in Britain?**			
Topic	**Ancient Greece**	**Those who dare**	**Anglo-Saxons and Vikings**	**Space**	**Elephants**	**Sustain Our World**
Retrieval	**How was Ancient Egypt controlled under Alexander the Great?** Ancient Egypt was controlled by Alexander the Great after he conquered it. He ruled as a powerful leader and founded the city of Alexandria, helping to spread Greek culture.		**What happened at the end of the Roman era in Britain, and how did native Britons live?** At the end of the Roman era, the Romans left Britain, and native Britons lived in tribes ruled by kings, forming small kingdoms.	**Who are two significant figures in space exploration, and what did they achieve?** Neil Armstrong was an astronaut who became the first person to walk on the Moon. Tim Peake is a British astronaut who lived and worked on the International Space Station (ISS).		
Chronology	**Substantive Knowledge:** Know that the Ancient Greek civilization lasted from around 800 BC to 146 BC and occurred before the rise of Rome. **Disciplinary Knowledge:** Place Ancient Greece on a timeline relative to Egypt and Rome and compare developments with earlier civilizations		**Substantive Knowledge:** Know that the Anglo-Saxon and Viking period lasted from 500 AD to 1066 AD, including the Battle of Hastings. **Disciplinary Knowledge:** Place Saxon and Viking events on a timeline and compare continuity and change with previous eras			

People, events and significance	**Substantive Knowledge:** Know about key Greek philosophers (Hippocrates, Plato Socrates) and their influence on modern thinking. Know Alexander the Great and his conquests Know that Greek gods and myths were an important part of religion and daily life (e.g. Zeus, Hades, Apollo). Know the social differences between Athens and Sparta. **Disciplinary Knowledge:** Explain the significance of Greek philosophy, governance and myths. Compare Athens and Sparta. Compare Greek society with other civilizations and its influence on Rome and modern life.	**Substantive Knowledge** Annie Edson Taylor was the first person to survive going over Niagara Falls in a barrel. Know that people become historically significant for different reasons and compare Annie Edson Taylor with other significant individuals **Disciplinary Knowledge** Use primary and secondary sources to learn about Annie Edson Taylor. Explain whether Annie Edson Taylor was inspirational or rebellious using evidence.	**Substantive Knowledge:** Know key figures and events including Alfred the Great, Edward the Confessor, Harold Godwinson, Harald Hardrada and William of Normandy. Know about Anglo-Saxon settlements, Viking invasions and the Norman Conquest. **Disciplinary Knowledge:** Explain why these individuals and events were significant and how invasion and resistance shaped England. Identify patterns of change and continuity.			

Change and continuity	**Substantive Knowledge:** Know that Greek society evolved over time: Athens developed democracy, Sparta maintained militaristic culture; education, philosophy and worship remained central. **Disciplinary Knowledge:** Identify continuities and changes in Greek society and its influence.		**Substantive Knowledge:** Know that Saxon and Viking invasions led to new kingdoms, leadership and governance. Some Saxon laws and communities persisted under new rulers. **Disciplinary Knowledge:** Compare Saxon, Viking and Norman periods to identify what changed and what remained the same.			
Cause and consequence	**Substantive Knowledge:** Know that Greek thinkers and leaders influenced governance, philosophy and culture and that Alexander's conquests spread Greek culture. **Disciplinary Knowledge:** Explain how Greek ideas and conquests caused cultural and intellectual developments.		**Substantive Knowledge:** Know that Vortigern invited Saxons for protection; Vikings attacked for land and wealth; Edward the Confessor's death caused succession disputes. **Disciplinary Knowledge:** Explain how these causes led to Saxon kingdoms, Viking conflicts and Norman conquest.			
Contextual Vocabulary	Democracy King/Queen Kingdom Nation Invasion		King/Queen Kingdom Nation Invasion			

	Resistance Settlement Agriculture Religion Trade		Resistance Settlement Agriculture Religion Monastery Law Tax Punishment Trade			
Topic Vocabulary	Alexander Athens Sparta Troy Plato Socrates Hippocrates Zeus Persia Egypt Democracy	Niagara Falls, barrel, daredevil, rebellious, legacy, consequences, significant, secondary sources, society	Romans Picts Angles Saxon Jutes mercenary battle Wessex Kent Viking Bayeaux Danegeld Danelaw Norman			
Lesson sequence and coverage	1. Introduction to Ancient Greeks, location, 2. Timeline during Iron Age and before Romans. 3. Study Athens and Sparta social system and Democracy 4. Alexander the Great and conquest of Persia, Egypt. 5. Pantheon of Greek Gods 6. Impact of Greeks on Romans and modern life. 7. Roles of Greek philosophers. Supporting opportunities in Art, DT, Drama, music to reinforce learning		1. Saxon settlements and kingdoms 2. Viking invasions and conflicts 3. Key figures: Alfred, Canute, Edward, William, Harald, Harold 4. Norman conquest and cultural changes Supporting opportunities in Art, DT, Drama, music to reinforce learning			
NC Links	Ancient Greece –	The lives of significant individuals in the past	Britain's settlement by Anglo-Saxons and Scots			

	a study of Greek life and achievements and their influence on the western world	who have contributed to national and international achievements.	-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066			
Builds on to		**Impact of Dickens (Year 6)** Children continue to evaluate historical significance and use evidence from primary and secondary sources to reach balanced historical judgements	**WWII (Year 6)** Understanding invasion, resistance, leadership and the impact of conflict on Britain.			

Progression in KS 2 - Year 5	- Re-telling a story from the viewpoint of somebody involved. - Using period labels. - Producing and making use of multi-dimensional timelines. - Using timescales when referring to changes. - Using new time terms, e.g. modern, contemporary, ancient. - Matching dates to people and events. - Grasping different types of change and how the change has taken place. - Using the language of probability when offering reasons and results. - Explaining a strange attitude or decision that somebody has made. - Showing some grasp of the thoughts and feelings of others. - Making inferences about the viewpoints of others. - Identifying more than one cause and effect for actions. - Offering some reasons for different versions of events. - Producing accounts of three or four paragraphs. - Organising and planning display