

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5		What legacy did the Ancient Greeks leave?	Could Humans Live in Space?	How did invasion and resistance shape the Dark Ages?		
Topic	Rebel Girls/Inspirational Women	Ancient Greece	Space	Anglo-Saxons and Vikings	Sustain Our World	Elephants
Retrieval		-Ancient Egypt and how they were controlled by Greece under Alexander the Great	Year 1 – significant figures in Space. Neil Armstrong and the moon landing, Tim Peake on the ISS	-End of Roman era and lifestyle of native Britons -tribal kings and kingdoms.		
Chronology		<p><b>Substantive Knowledge:</b> Know that the Ancient Greek civilization lasted from around 800 BC to 146 BC and occurred before the rise of Rome.</p> <p><b>Disciplinary Knowledge:</b> Place Ancient Greece on a timeline relative to Egypt and Rome and compare developments with earlier civilizations.</p>	<p><b>Substantive Knowledge:</b> Know the timeline of human space exploration: 1957 Sputnik, 1961 Yuri Gagarin, 1969 Neil Armstrong, 2013 Chris Hadfield, 2015 Tim Peake.</p> <p><b>Disciplinary Knowledge:</b> Place these key events on a timeline and compare with other technological milestones studied previously.</p>	<p><b>Substantive Knowledge:</b> Know that the Anglo-Saxon and Viking period lasted from 500 AD to 1066 AD, including the Battle of Hastings.</p> <p><b>Disciplinary Knowledge:</b> Place Saxon and Viking events on a timeline and compare continuity and change with previous eras</p>		
People, events and significance		<p><b>Substantive Knowledge:</b> Know about key Greek philosophers (Hippocrates, Plato Socrates) and their influence on modern thinking.</p> <p>Know Alexander the Great and his conquests.</p>	<p><b>Substantive Knowledge:</b> Know that humans have survived and adapted to space missions, including living on the Moon and ISS. Know that astronauts carried out long-term experiments and shared experiences through media.</p>	<p><b>Substantive Knowledge:</b> Know key figures and events: Vortigern, Hengist &amp; Horsa, Alfred the Great, Canute, Edward the Confessor, William of Normandy, Harald Hardrada, Harold I. Know Anglo-Saxon settlements, Viking</p>		

		<p>Know Greek gods and their roles (Zeus, Hades, Apollo).</p> <p>Know the social differences between Athens and Sparta.</p> <p><b>Disciplinary Knowledge:</b> Explain the significance of Greek philosophy, governance and myths.</p> <p>Compare Athens and Sparta.</p> <p>Compare Greek society with other civilizations and its influence on Rome and modern life.</p>	<p><b>Disciplinary Knowledge:</b> Explain the significance of key space missions and astronauts' contributions to science and society. Compare how technology has changed space exploration over time.</p>	<p>invasions and Norman conquest.</p> <p><b>Disciplinary Knowledge:</b> Explain why these individuals and events were significant and how invasion and resistance shaped England. Identify patterns of change and continuity.</p>		
<p>Change and continuity</p>		<p><b>Substantive Knowledge:</b> Know that Greek society evolved over time: Athens developed democracy, Sparta maintained militaristic culture; education, philosophy and worship remained central.</p> <p><b>Disciplinary Knowledge:</b> Identify continuities and changes in Greek society and its influence.</p>	<p><b>Substantive Knowledge:</b> Know that space exploration has evolved from short missions (Sputnik, Gagarin) to long-term international collaboration (ISS). Some aspects, like astronaut training, food and equipment, have remained constant.</p> <p><b>Disciplinary Knowledge:</b> Compare early and modern space missions</p>	<p><b>Substantive Knowledge:</b> Know that Saxon and Viking invasions led to new kingdoms, leadership and governance. Some Saxon laws and communities persisted under new rulers.</p> <p><b>Disciplinary Knowledge:</b> Compare Saxon, Viking and Norman periods to identify what changed</p>		

			to identify continuities and changes in technology, procedures and goals.	and what remained the same.		
<b>Cause and consequence</b>		<p><b>Substantive Knowledge:</b> Know that Greek thinkers and leaders influenced governance, philosophy and culture and that Alexander’s conquests spread Greek culture.</p> <p><b>Disciplinary Knowledge:</b> Explain how Greek ideas and conquests caused cultural and intellectual developments.</p>	<p><b>Substantive Knowledge:</b> Know that space missions advanced scientific knowledge and technology, inspired further exploration and demonstrated human adaptation.</p> <p><b>Disciplinary Knowledge:</b> Explain how events in the Space Race caused developments in technology, international collaboration and scientific understanding.</p>	<p><b>Substantive Knowledge:</b> Know that Vortigern invited Saxons for protection; Vikings attacked for land and wealth; Edward the Confessor’s death caused succession disputes.</p> <p><b>Disciplinary Knowledge:</b> Explain how these causes led to Saxon kingdoms, Viking conflicts and Norman conquest.</p>		
<b>Contextual Vocabulary</b>		Democracy King/Queen Kingdom Nation Invasion Resistance Settlement Agriculture Religion Trade		King/Queen Kingdom Nation Invasion Resistance Settlement Agriculture Religion Monastery Law Tax Punishment Trade		
<b>Topic Vocabulary</b>		Alexander Athens Sparta Troy Plato Socrates Hippocrates Zeus Persia Egypt	Astronaut Significant Mission Achievement Advance Space Race	Romans Picts Angles Saxon Jutes mercenary battle Wessex Kent Viking Bayeaux Danegeld Danelaw Norman		
<b>Lesson sequence and coverage</b>		1. Introduction to Ancient Greeks, location,	1. Chronology and key people in space	1. Saxon settlements and kingdoms		

		<p>Timeline during Iron Age and before Romans.</p> <ol style="list-style-type: none"> <li>2. Study Athens and Sparta social system and Democracy</li> <li>3. Alexander the Great and conquest of Persia, Egypt.</li> <li>4. Pantheon of Greek Gods</li> <li>5. Impact of Greeks on Romans and modern life.</li> <li>6. Roles of Greek philosophers.</li> </ol> <p>Supporting opportunities in Art, DT, Drama, music to reinforce learning</p>	<ol style="list-style-type: none"> <li>2. Space Race – causes and consequences</li> <li>3. How space travel has changed over time and what has stayed the same</li> </ol> <p>Supporting opportunities in Art, DT, Drama, music to reinforce learning</p>	<ol style="list-style-type: none"> <li>2. Viking invasions and conflicts</li> <li>3. Key figures: Alfred, Canute, Edward, William, Harald, Harold</li> <li>4. Norman conquest and cultural changes</li> </ol> <p>Supporting opportunities in Art, DT, Drama, music to reinforce learning</p>		
<p>NC Links</p>		<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Study a theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>- Scots invasions from Ireland to north Britain (now Scotland)</p> <p>- Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p>		

				<ul style="list-style-type: none"> <li>- Anglo-Saxon art and culture</li> <li>- Christian conversion – Canterbury, Iona and Lindisfarne</li> <li>- Viking raids and invasion</li> <li>- resistance by Alfred the Great and Athelstan, first king of England</li> <li>- further Viking invasions and Danegeld</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul>		
<b>Builds on to</b>						
<b>Progression in KS 2 - Year 5</b>	<ul style="list-style-type: none"> <li>- Re-telling a story from the viewpoint of somebody involved.</li> <li>- Using period labels.</li> <li>- Producing and making use of multi-dimensional timelines.</li> <li>- Using timescales when referring to changes.</li> <li>- Using new time terms, e.g. modern, contemporary, ancient.</li> <li>- Matching dates to people and events.</li> <li>- Grasping different types of change and how the change has taken place.</li> <li>- Using the language of probability when offering reasons and results.</li> <li>- Explaining a strange attitude or decision that somebody has made.</li> <li>- Showing some grasp of the thoughts and feelings of others.</li> <li>- Making inferences about the viewpoints of others.</li> <li>- Identifying more than one cause and effect for actions.</li> <li>- Offering some reasons for different versions of events.</li> <li>- Producing accounts of three or four paragraphs.</li> <li>- Organising and planning display</li> </ul>					