

		Year 5 <i>X2 lessons per fortnight</i>			
	Wk	Topic	Learning Aims	Assessment	
Autumn	1	Medicine Through Time	<u>Enquiry question: 'How have people responded to sickness and disease through time?'</u>	Teacher levelled assessment.	
	2		To examine how people have responded to sickness and disease throughout an extended historical study (Ancient Egypt-modern day).		
	3				
	4				
	5				To use historically accurate vocabulary (supernatural/natural) to explain change/continuity and progression/regression across time periods.
	6				To explore the role of key individuals and factors have contributed to changes in medicine.
	7				
	8				
	9				Key vocabulary: Society, progression, regression, religion, supernatural, natural.
Spring	1	Ancient Egypt		<u>Enquiry question: How have historians found out about the Ancient Egyptians?</u>	Teacher assessed + knowledge quiz
	2		To examine the structure of Ancient Egyptian society.		
	3		To analyse how the Ancient Egyptian government worked.		
	4				
	5				

		Year 6 <i>X2 lessons per fortnight</i>		
	Topic	Learning Aims	Assessment	
	The Romans	<u>Enquiry question: 'Why was the Roman invasion of Britain important in our history?'</u> To examine the beginnings of Ancient Rome and the foundation of the empire. To analyse the different modes of government that Rome experienced. To explain why the Romans invaded Britain and judge the success of the invasion. To explore the historical legacy of Rome's invasion of Britain. Key vocabulary: Senate, society, government, empire, rebellion, Republic, monarchy	Teacher levelled assessment.	
	Anglo-Saxon England	<u>Enquiry question: Was Anglo-Saxon England an insignificant 'Dark Age?'</u> To assess the impact that the threat of Viking invasion had on society. To explore what historians mean by the 'Dark Ages' and to make a judgement whether this is a fair assessment.	Teacher assessed + knowledge quiz	

