



# St. Joseph's Catholic Primary School

|                                                  | Community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Invasion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Civilisation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Power                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Democracy                                                                                                                                                                                                                                                                                                                                                                      |
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|                                                  | Pupils develop an understanding of the concept of <b>COMMUNITY</b> through:<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Pupils develop an understanding of the concept of <b>KNOWLEDGE</b> through:<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pupils develop an understanding of the concept of <b>INVASION</b> through:<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Pupils develop an understanding of the concept of <b>CIVILISATION</b> through:<br>                                                                                                                                                                                                                                                                                                                                                                                                                             | Pupils develop an understanding of the concept of <b>POWER</b> through:<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Pupils develop an understanding of the concept of <b>DEMOCRACY</b> through:<br>                                                                                                                                                                                                                                                                                                |
| Changes in Britain from the Stone Age – Iron Age | <ul style="list-style-type: none"> <li>knowing and explaining how communities change through studying the Stone Age – Iron Age</li> <li>knowing and explaining how technology and knowledge changed the way prehistoric people lived</li> <li>knowing how beliefs shaped the community, such as Stone, Bronze and Iron Ages as well as the Romans</li> <li>knowing and explaining that communities can be made up from different people from a wide range of places through migration, such as a large number of Neolithic people in Britain were related to ancestors found in modern day Turkey</li> </ul> | <ul style="list-style-type: none"> <li>knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived through tools, farming and weapons</li> <li>knowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Rome</li> <li>knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Beaker people migrated from Northern Europe to Britain</li> <li>knowing and explaining how knowledge of metalwork also inspired creative knowledge through jewellery and personal items</li> <li>knowing and explaining how the knowledge of rules and laws helped shape and control communities and civilisations</li> </ul> | <ul style="list-style-type: none"> <li>knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the Roman invasions of Britain</li> <li>knowing and explaining what caused leaders to invade other places, such as wanting to get better resources</li> <li>knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation</li> <li>knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe</li> </ul> | <ul style="list-style-type: none"> <li>knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as Roman rule in Britain</li> <li>knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations, such as in Rome</li> <li>knowing and explaining the causes and effects that led to civilisations rising and falling, such as in Rome</li> </ul> | <ul style="list-style-type: none"> <li>knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as aqueducts built by the Romans</li> <li>Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence</li> <li>knowing and explaining the reasons why people exerted force and power over others, such as Roman invasions of Britain</li> </ul> | <ul style="list-style-type: none"> <li>knowing and explaining how leaders ruled communities, kingdoms and civilisations</li> <li>knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations</li> <li>knowing and explaining about hierarchies within communities, kingdoms and civilisations</li> </ul> |
| The Roman Empire and its impact on Britain       | <ul style="list-style-type: none"> <li>knowing and explaining that buildings and places create communities, such as the Roman Forum, plaza or temple</li> <li>knowing and explaining the importance of burials within a community</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                |