

#WeAreHistorians

Unit of Learning

Year 4

Autumn

Roman Britain

Overview

Children learn about the Roman invasion of Britain. They explore who attempted to invade and who was successful, as well as the features of life that the Romans introduced to Britain. They also look at who attempted to resist Roman rule, and the legacy that the Romans left behind in Britain.

National Curriculum Objectives

Children should be taught about:

- ❖ Changes in Britain from Stone Age to Iron Age
- ❖ The Roman Empire and its impact on Britain
- ❖ Britain's settlement by the Anglo-Saxons and Scots
- ❖ The Viking and Anglo-Saxon struggle for control of England up to Edward the Confessor
- ❖ A local history study
- ❖ An aspect of theme in British History that extends chronological knowledge beyond 1066
- ❖ The achievements of the earliest civilisations
- ❖ The life, achievements and impact on the western world of the Ancient Greeks

Disciplinary and Procedural Knowledge

<u>Chronological Knowledge and Understanding</u>	<u>Historical Enquiry</u>	<u>Interpretations of history</u>	<u>Continuity and Change</u>	<u>Cause and Consequence</u>	<u>Similarities and Differences</u>	<u>Historical Significance</u>
<ul style="list-style-type: none"> ❖ Name and place dates of significant periods of time/ events on a timeline from memory and know which continent the period of time relates to ❖ Begin to know how the periods link ❖ Understand the term ancient civilisations and period ❖ Use the term ancient civilisations and period 	<ul style="list-style-type: none"> ❖ Use knowledge to compare features of past societies and periods of time to new learning ❖ Begin to recognise which sources would be useful for answering historical enquiries ❖ Extract specific information from evidence ❖ Identify limitations of sources with support ❖ Describe how some past events in history affect our lives today 	<ul style="list-style-type: none"> ❖ Question the reliability of the source ❖ Recognise there isn't a single answer to historical questions and consider why there may be different accounts 	<ul style="list-style-type: none"> ❖ Describe and make links between main events, situations and changes within and across different periods 	<ul style="list-style-type: none"> ❖ Begin to identify and give simple reasons for historical events, situations, changes 	<ul style="list-style-type: none"> ❖ Begin to describe, and social, cultural and religious diversity in Britain & the wider world 	<ul style="list-style-type: none"> ❖ Talk about important groups of people from the past and recall their stories to others ❖ Know how these people were able to do what they did, making links to prior learning of periods in history ❖ Say why they are inspired by them (or not) and as a group explore how this learning has changed them as a person

Key Threads in Our Curriculum

LEGACY



What has been left behind by the civilisations we study and how do they still impact us today?

MIGRATION



Did the civilisations we study invade or migrate to England?

WOMEN



How are the lives of women different to ours today and how are they impacted by the events we study?

CHILDREN



How are the lives of children different to ours today and how are they impacted by the events we study?

Website Links / Texts

<https://www.bbc.co.uk/bitesize/topics/zqtf34j>

https://school-learningzone.co.uk/key_stage_two/ks2_history/british_history/_roman_britain/roman_britain.html

<https://www.english-heritage.org.uk/learn/teaching-resources/teaching-history/teaching-the-romans/>

Key Knowledge - End Points

- ❖ To know that it took the Romans three attempts to successfully invade Britain
- ❖ To know that it was Julius Caesar and Emperor Claudius who invaded Britain (and when)
- ❖ To know how and why the Celts resisted Roman rule
- ❖ To know what the Romans introduced to Britain
- ❖ To use sources to explore the legacy of the Romans in Britain

Unit Vocabulary

empire	revolt
emperor	aqueduct
invasion	forum
conquest	villa
legion	Latin
Celts	

Lesson Sequence

To know when the Romans invaded Britain and, who invaded, and why it took three attempts	To understand who Boudicca was and the role she played in resisting the Roman rule	To understand what everyday life looked like in Roman Britain	To know some features that the Romans introduced to Britain	To understand how the Romans maintained power and the influence their army had in this	To understand the legacy that the Romans left behind in Britain
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Suggested Retrieval Task



Order these individuals we have learned about chronologically	Why did the rivalry between Sunderland and Newcastle originally begin?	How many people did Grace Darling and her father manage to save?	Circle the organs that would be placed in canopic jars during mummification	What is something that Julius Caesar and Emperor Claudius have in common?	What was the name of the locomotive George Stephenson designed to enter (and win) a competition?
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Activity

Compare the invasions of Caesar and Claudius - why was Claudius successful when Caesar wasn't?	Write a speech in the role of Boudicca to the Celts to inspire them to action against the Romans - giving reasons why they should resist their rule	Explore range of artefacts discovered from Roman Britain - what do they teach us about Roman life? Research Roman villas, clothing and jobs	Explore sources depicting things Romans introduced - children first try to figure out what they are/ are used for on their own, then compare actual answer	Describe different elements of the Roman army and give reasons to explain how they helped to maintain control	Construct final report to consolidate learning and show not only what they have learnt about the Romans, but evidence of understanding of the legacy left behind
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Assessment

Similarities and differences between the invasions evidenced in books	Accurate information included regarding why Boudicca did not want to be ruled by the Romans	Independent research and artefact interpretation evident in books - research can be clearly categorised	Evidence of inference of sources in books as well as comparison to given information	Understanding of various roles within the army clearly displayed Some reasons explicitly stated for army's role in empire	Evidence of retained information from prior learning within topic clear in report and organised in appropriate way
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