

Brough Primary School – Curriculum Intention

Plan 2021 - 2022



Subject: History Year Group: Y3/4		Area of learning: The Roman Empire- <i>The Impact on Britain</i> Historical Enquiry Question: <i>What did the Romans do for us? ('Romanisation' of Britain)</i>
Links to previous work/remember when	<u>Autumn term 2022- Stone Age to the Iron Age</u> <ul style="list-style-type: none"> NC- Changes in Britain from the Stone Age to the Iron Age. <u>Historical Concepts:</u> <i>Chronology-</i> Order events on a timeline. Compare different time periods (World and British history). <i>Handling Evidence (Y3)-</i> Use a variety of sources to find out about aspects of life in the past. <i>Handling Evidence (Y4)-</i> Begin to evaluate the usefulness of different sources. <i>Historical Enquiry-</i> Ask and answer questions about the past. <i>Historical Significance:</i> Why this period of time may be considered historically significant to us today. <i>Continuity and Change-</i> Describe and begin to make links between main events, situations and changes within and across different periods.	
Term	Year 3/4	Key Skills to be taught
Spring term 2023 What the children should know at the end of this series of lessons		<u>National Curriculum</u> <ul style="list-style-type: none"> NC- The Roman Empire and its impact on Britain. <u>Historical Concepts</u> <i>Chronology-</i> Order events over a larger timescale. Develop increasingly secure chronological knowledge and understanding of history- local, British and world. Use correct terminology to describe events in the past. <i>Historical Enquiry-</i> Ask and answer questions about the past, considering aspects of change and significance. Suggest where we might find answers to questions considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. <i>Continuity and Change-</i> Describe and begin to make links between changes within and across different periods and societies – e.g. How was life in Roman Britain different to life in the Stone Age? <i>Historical Significance-</i> Make observations about the impact of this period on Britain today. *Cross-curricular links- <ul style="list-style-type: none"> D.T- Making a Roman bulla purse. Geography- Roman invasion using mapping skills. Link to study on Campania, Italy. *Educational 'Hands on History' visit to Murton Park- February 2023

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Vocabulary

Roman, Rome, Italy, Britain / Britannia, conquer, empire, civilisation, Julius Caesar, Celts, tribes, legions, Emperor Claudius, centurion, barbarian, soldier, gladiator, army, chariot, Boudicca, rebellion, defeated, Hadrian's Wall, Roman roads and towns, engineers, trade, communication, marketplace, amphitheatre, agriculture, aqueduct, temple, villa, mosaic, toga.

*Please see 'Possible Resources' in the MTP folder for ideas to support this unit of work.

Sequence of learning	Objectives and suggested details provided by the subject leader.
Pre-assessment (can be done within session 1)	<ol style="list-style-type: none"> 1. What do you already know about the Romans? 2. What would you like to know about the Romans during this unit of work? <p>*Create a series of 'class questions' and aim to answer the majority of these throughout the unit of work.</p>
1 Suggestion- When in History were the Romans and who were they?	<p>i). Chronology- Order events over a larger timescale.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • When in History were the Romans? • Who were they? • Where did they live first? • What was life like in Britain <i>before</i> the Romans? Who ruled? (Celts) • Link back to previous learning on Stone Age to Iron Age and when these time periods were in comparison to the Romans (timeline of events). • Locate Rome using mapping skills to show how Romans founded the city. •
2 Suggestion- Where did the Romans invade? How did the Romans invade Britain?	<p>i). Chronology- Develop increasingly secure chronological knowledge and understanding of history- local, British and world.</p> <p>Historical Enquiry- Ask and answer questions about the past, considering aspects of change and significance.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Where did the Romans build their Empire? • When did the Romans invade Britain? Why did they do this? • Who attempted to conquer Britain first? What does 'conquer' mean? • Who was successful in conquering Britain and why? • Geography link- Show the spread of the Roman Empire over time using maps (throughout Europe and then to Britain). • Discuss the significant individual Julius Caesar and how he failed to conquer Britain twice. • Discuss how Emperor Claudius managed to conquer Britain and why he was successful (strength of the Roman army). • Useful webink (BBC) https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt
3 Suggestion- Why was the	<p>i). Historical Enquiry- Ask and answer questions about the past, considering aspects of change and significance. Suggest where we might find answers to questions considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources.</p>

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<p>Roman Army so successful? How do we know about life in Roman Britain?</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • Why was the Roman Army so successful? • What kind of men could join the Roman Army? • What did a Roman soldier wear? • Why are the finds at Vindolanda so important? <ul style="list-style-type: none"> • Structure of the army (legions, roles within each etc.) • Roman soldier uniform. • Explore different Latin commands given to young legionaries. • Look at images of the original Vindolanda tablets. Where were they found? In a rubbish tip which was being excavated on the Vindolanda site. Why are they important? They are the only examples of 'postcard' type writing in the UK from this time, and the only example of a woman's handwriting. Read through translations of one example in a small group. Consider: Who wrote it? Who was it to? What does it tell us about life then? What other questions do you now have? Web links: • https://www.vindolanda.com/pages/category/in-the-classroom • https://www.vindolanda.com/blog/fact-file-writing-tablets • https://romaninscriptionsofbritain.org/ <p>To consider- Mid-topic quiz (check knowledge gained so far and vocabulary check).</p>
<p>4</p> <p>Suggestion- What do we know about Roman architecture ?</p> <p>What else did the Romans bring to Britain?</p>	<p>i) Continuity and Change- Describe and begin to make links between changes within and across different periods and societies – e.g. How was life in Roman Britain different to life in the Stone Age?</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What do we know about Roman architecture? • What else did the Romans bring to Britain? • Which foods were introduced to Britain by the Romans? • What medical knowledge did the Romans bring to Britain? <p>Architecture</p> <ul style="list-style-type: none"> • Research examples of Roman architecture- for example Pantheon (Italy), Hadrian's Wall (Northern England), Roman baths (Bath, UK), The Maison Carrée (France), Temple of Aphrodite (Turkey). • Could consider the use of concrete to form roads, amphitheatres, aqueducts, temples, villas etc. https://www.english-heritage.org.uk/learn/story-of-england/romans/architecture/ • https://www.bbc.co.uk/teach/class-clips-video/ks2-history-a-tour-of-a-roman-villa/zvxxxbk • Locate Roman place names on a map of Britain. • Roads- Look at the structure of Roman roads (first to build straight roads). Locate first Roman roads on a map of Britain. https://www.english-heritage.org.uk/learn/story-of-england/romans/roman-roads/ <p>Food & Health</p> <ul style="list-style-type: none"> • Use images of food or bring in a selection of some foods for children to decide if the Romans introduced these to Britain or not. • Discuss how the Romans brought more medical knowledge with them from other conquered lands and they prioritised surgery and public health.

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<p>5</p> <p>Assessment Task</p>	<p>i). Historical Significance- Make observations about the impact of this period on Britain today.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What did the Romans invent and/or develop? • How much of today's Britain has been influenced by the Romans? • What did the Romans invent? https://www.bbc.co.uk/teach/class-clips-video/ks2-history-what-did-the-romans-invent/z6444xs • Based on the video- explore a couple of different inventions- calendar, underfloor heating and use of concrete. • What did the Romans do for us? https://www.bbc.co.uk/teach/class-clips-video/ks2-history-what-did-the-romans-do-for-us/zx888hv • Based on the video- explore how Britain has been influenced by the Romans- Many of our buildings and how they are heated, the way we get rid of our sewage, the roads we use, some of our wild animals, religion, the words and language we speak, how we calculate distances, numbers and why we use money to pay for goods. <p>Assessment Task- see ideas below.</p>
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Learning Outcome/product
<ul style="list-style-type: none"> • Create a short fact book about the Romans for another class to read. The children could work in small groups to produce a section each (linked to the Roman influences on today's Britain). • 'Diamond 9' sorting cards- Children have a selection of fact cards to choose from (Roman influence- see possible resources folder 'assessment task idea'). They must organise their choices from the most to the least influential on Britain today. This could be a photograph into the child's history books with a supporting paragraph to justify their choices.

Assessment records	List only those children who <u>have not achieved</u> the expected outcomes.

Assessment records	List only those children who <u>have exceeded</u> the expected outcomes.

End of unit assessment question
What did the Romans do for us? ('Romanisation' of Britain)