



May we give them roots to grow and wings to fly.

## Our Curriculum – Medium-Term Planning



<b>Term and Year:</b>	<b>Autumn 2</b>
<b>Class:</b>	<b>Year 4/5</b>
<b>Subject:</b>	<b>History</b>
<b>Key Unit Question:</b>	<b>Why did the Romans march through County Durham?</b>
<b>Memorable Experience:</b>	<b>Segedunum Roman Fort &amp; Museum</b>

### Vocabulary that will be taught:

Culture: Beliefs and behaviours practiced by a group of people  
 Emperor: The leader of an empire, similar to a king or queen  
 Invasion: One country attacking another to take it over  
 Impact: The effect of one thing on another

Legion: One unit of the Roman army: Had 4,000 to 6,000 soldiers in  
 Senate: The roman government  
 Settlement: A place where people come to live or the process of settling in a place  
 Revolt: Take violent action against an established government or ruler.

### National Curriculum Objectives:

- the Roman Empire and its impact on Britain

### Rationale:

In this unit of work children will be able to consider how the ancient Romans have left their mark on our world. Students will learn about the reasons behind the Romans' two invasions of Britain and the impact that the invasion had on the people living here. County Durham in particular has a rich Roman heritage. This unit provides opportunities for the children to explore where we can find traces of Roman influence in forms and structures throughout the development of Western culture and so why the Romans were considered so influential in Britain.

### Prior Knowledge:

Children will learn about the time line and growth of the Roman Empire, as well as what life was like for those living under Roman occupation.

Children will be able to compare this period of history to those that have been previously studied – in particular the Stone Age-Iron Age period.

They have been able to discover how human life started, human's first achievements and the growth of civilization.

### What do we intend pupils to know and be able to do at the end of this unit?

#### Substantive knowledge:

- I know who lived in Britain before the Romans invaded
- I know who Boudicca was and why she led a revolt
- I know the reasons why the Romans invaded Britain

#### Disciplinary knowledge:

- I can compare life in Roman Britain with our lives today
- I can identify and give reasons for different ways in which the past is represented
- I can look for links and effects in the time studied



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Key lesson questions		Activities/Key points
Lesson 1	<p><b>What was the Roman Empire?</b></p> <ul style="list-style-type: none"> <li>I can define invasions and settlement</li> <li>I can explore the Roman Empire</li> <li>I can place the Roman invasion of Britain on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>Look on the timeline to see where the Romans sit in history. Recap that we are living in CE the common era or some historians call that AD <i>anno domini</i>. The period of history that we are learning about is in BC before the common era or before Christ. Recap Stone Age and Ancient Egyptians. They were happening at the same time but in different countries. We called Stone Age prehistoric can we remember what that means? Romans are not prehistoric which means that they wrote things down so as historians we have more information about them.</li> <li>What do you notice about the Roman Empire? Can you see that it overlaps with the end of the Egyptians? What else was happening in the world at the same time as the Romans? Discuss and explore this with the class. Class should notice that there are Romans in Britain and Roman Empire on the timeline. Why is this? Discuss how the Romans were originally from Europe but have come from Africa as well as Europe (good opportunity to discuss diversity of the Romans. They had different coloured skin they were not all white) and then invaded Britain. Introduce the term Empire. We call it the Roman Empire because they ruled in more than one country.</li> <li>Children to complete a blank timeline and to draw on previous periods of study. Also, to include BC and CE.</li> <li>Write their own definitions for Empire, invasion and Civilization.</li> </ul>
Lesson 2	<p><b>Why did the Romans invade?</b></p> <ul style="list-style-type: none"> <li>I can explore daily life in Britain before the Romans invaded</li> <li>I can use a wide variety of sources including the library, e-learning for research</li> <li>I can offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Recap before the Romans came to England. What was England like? Display picture on the board. What do you think Britain had that the Romans wanted? Discuss how do we know? Link to disciplinary skills of being a historian.</li> <li>In teams you are Romans invading Britain. One at a time you are going to take one thing that you think you would want if you were invading Britain. Choose wisely. At the end discuss with your teammates if you think you have chosen the correct things. Once chance to change one thing. Then feedback to the rest of the class and to explain your reasons for what you have chosen. There will be some red herrings in the mix.             <ul style="list-style-type: none"> <li><b>Roman's wanted:</b> Silver, gold, bronze, corn (fertile ground to grow crops) land, leather, power, slaves, ambition and wool.</li> <li><b>Trick ones:</b> Roman toilet, Roman roads and Roman buildings.</li> </ul> </li> <li>Again, the children are being historians and building upon their core knowledge from the Iron Age. How do you think the Britons felt about being invaded? Do you think they just sat down and let them invade?</li> <li>Watch: What do we know about the Roman invasion? <a href="#">How the Romans conquered Britain - BBC Bitesize</a></li> <li><b>Task (round robin activities)</b> <ul style="list-style-type: none"> <li><b>Group 1:</b> One table to look at placing events in chronological order.</li> <li><b>Group 2:</b> Diamond of 9 activity looking at the reason why the Romans decided to invade.</li> <li><b>Group 3:</b> Look at artefacts from the Romans. What clues do they give us? What can we find out about them? Record on post its for each object. If no objects alternately look at images of artefacts from <a href="http://www.teachinghistory100.org/">http://www.teachinghistory100.org/</a></li> <li><b>Group 4:</b> To collate ideas together. Why do you think Caesar then Claudius invaded Britain and why at those particular times? (If first group collect ideas and then reflect at the end based on the evidence they have collected).</li> </ul> </li> </ul>

Lesson 3	<p><b>Why did the Romans march through County Durham?</b></p> <ul style="list-style-type: none"> <li>• I can look for links and effects in time studied</li> <li>• I can use evidence to build up a picture of the past</li> <li>• I can use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• Possible starter – What clues can pupils find that the Romans came to Durham? Use OS map of Roman Britain to look for place names (Chester, Caster) and other signs of remains.</li> <li>• Discuss what we know Romans built in the North East – are there any clues about why the Romans marched through Durham? (military route to defend the borders against the Picts, the trade into the harbours, the mines of lead etc.)</li> <li>• Pupils can use cause suggestion cards to find the different reasons why the Romans came.</li> <li>• Children use their knowledge and research to answer this question as an introduction to a new book on the Romans in Durham</li> </ul>
Lesson 4	<p><b>Did the Romans change Britain?</b></p> <ul style="list-style-type: none"> <li>• I can explore daily life in Britain in Ancient Roman times</li> <li>• I can compare life in Roman Britain to life in Britain now</li> <li>• I can use a range of sources to find out about a period</li> </ul>	<ul style="list-style-type: none"> <li>• We have learnt that Britain had a lot to offer for the Romans. But let's find out if they changed and improved anything. Altogether look at the grid. What do you think these pictures have in common? Discuss as a class. (all the things that Romans changed in Britain). Do you think it would have been a change for good or for bad? What impact do you think it would have had on Britons? Today we are going to be historians and research what the Romans changed in Britain.</li> <li>• Watch clip <a href="https://www.youtube.com/watch?v=nN_x9o8MV1o">https://www.youtube.com/watch?v=nN_x9o8MV1o</a> ( it is embedded in the power point) What did the Romans do in Britain?</li> <li>• Each group/pair/individual to research a different aspect of Romanisation. It is important that they reflect on how it affected normal Britons. Was it good change or bad? Choose from: <ul style="list-style-type: none"> <li>- Roads</li> <li>- Towns</li> <li>- New foods</li> <li>- Buildings/architecture</li> <li>- Language/place names</li> <li>- Villas</li> <li>- Administration (officials, councils, taxes etc.)</li> </ul> </li> </ul>
Lesson 5	<p><b>Did the Romans have a lasting impact on Britain?</b></p> <ul style="list-style-type: none"> <li>• I can identify and compare changes within and across different periods.</li> <li>• I can compare beliefs and behaviour with another period studied</li> <li>• I can use a variety of ways to communicate knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• We have thought about what the Romans changed in Britain. Today we are going to think about the impact of those changes. Model cause and effect with why Romans invaded Britain and what was its impact</li> <li>• Match up the cause and effects for different events of the Romanisation of Britain. Children should be able to explain that every action has an impact and it can be good or bad.</li> <li>• Challenge: Does the Romanisation of Britain still have an impact today?</li> <li>• Debate: As a class discuss what do we think is the greatest impact the Roman Empire had on Britain? Remember, it is ok to have a different idea to someone, else as long as you can back your answer up with evidence.</li> </ul>
Lesson 6	<p style="text-align: center;"><b>Why did the Romans march through County Durham?</b> End of Unit Assessment / Knowledge Harvest</p>	