History	Year group	Term Autumn 2
Roman Empire in Britain	Year 4	6 sessions

Background knowledge

The Romans first invaded Britain under Julius Cesar in 55 BC. This was because Britain had supported the Gauls, Rome's enemy, in a previous battle. The first invasion of Britain ultimately failed because of bad weather, which destroyed the Roman fleet. It wasn't until nearly a 100 years later, in 43AD, that Claudius successfully took over Britain. They remained in Britain for 365 years, implementing new ideas and designs, some of which survive today.

Resources

Twinkl - Roman Empire in Britain
Artefact box - SLS
History Rocks (songs) - Roman Britain,

What should I already know?

I can begin to describe similarities and differences in artefacts. I can find answers to simple questions about the past from sources of information and begin to discuss the effectiveness of a source.

I can sequence events and objects into chronological order.

I can begin to identify different ways to represent the past e.g photographs, stories, adults talking about the past.

I can place time studied on a timeline

I am beginning to identify and give reasons for different ways that the past is represented.

I can discuss sources of information and question whether a source of information is alway true and reliable.

I am developing my understanding of historical concepts such as continuity and change, similarity and difference. and significance.

National Curriculum Objectives / Key Skills	The Journey
The Roman Empire and its impact on Britain. **Range and depth of historical understanding** Use evidence to reconstruct life in the Roman time Develop a broad understanding of ancient civilizations **Chronology** Place events from the Roman times on a timeline Understand more complex terms such as AD & BC **Historical enquiry and sources** Use sources to explain ideas and present a pictures of one aspect of life in the past. **Interpretations of history** Look at the evidence available Begin to evaluate the usefulness of different sources	1. Understand the terms 'invade' and 'settle' and to place the Romans on a timeline. Find out why and how the Roman successfully invaded Britain. 2. Find out who was in Britain when the Romans invaded and learn about their way of life. Explore who Boudica was and investigate why there are different points of view about her actions. 3. Find out about life in Roman Britain. 4. Study Hadrian's Wall and why it was built. 5. Create a timeline depicting key events during the Roman occupation of Britain. 6. Know how the Romans have influenced Modern life.

Culture Capital
Artefact box - allows equal access to high quality resources that bring learning to life, develops vocabulary and oracy skills **Digimaps** - locate and have an aerial view of Roman ruins, temples, Hadrian's wall and Roman roads in the local vicinity. Develop the children's sense of belonging to a wider community and the history of their area **Forest School** - A fabulous opportunity to have hands-on experience when designing and building a Roman catapult. Develops many skills such as, thinking and critical thinking skills, teamwork and equip the children with skills and knowledge necessary to excel in all aspects of life both inside and outside the classroom.

Outcomes

An overview of what children will know / can do

Developing: Pupils can give some changes that the Romans brought to Britain, name some Roman Emperors and give some detail about why Boudica was important.

Secure: Pupils can give a variety of ways that the Romans changed Britain, name their important leaders and talk about some primary or secondary sources pupils have studied. Pupils can recount the main events of Boudica's revolt. They can say what life was like for a Roman soldier stationed on Hadrain's wall and feel empathy for them.

Mastery: Pupils refer to both primary and secondary sources when talking about the Romans in Britain and use these sources as evidence to say how the Romans changed Britain. Pupils can recount the main events of Boudica's revolt and give contrasting views of her from a Roman and Celt perspective. They can say what life was like for a Roman soldier stationed on Hadrain's wall and feel empathy for them.

Key Vocabulary

Legionary: A soldier who was born a Roman citizen.

Auxiliary: A soldier belonging to the tribes that the Romans had conquered.

Gladius: A short sword, favoured by the Roman soldiers.

Pilum: A javelin, just over six feet long.

Legion: A legion contained between 5000 and 6000 soldiers

Centurion: Each centurion led about 80 men.

Aquilifer: The officer that carried the sacred eagle as their legion into battle.

Hadrian's Wall: A defensive wall that stretched across the northern border from the River Tyne to the Solway Firth.

Expected vocabulary for this unit of work;
primary source, secondary source, invade, settle, ancient civilization, empire, emperor, migration, artefact, significance, difference, conquest, chronology, court, economic, colony,

Timeline / Diagrams

Key people / places
Julius Caesar: Emperor during the first attempted invasion of Britain.
Boudica: Queen of the Iceni tribe who rebelled against Roman rule.
Claudius: Emperor of Rome who successfully invaded Britain.
Emperor Hadrian: Hadrian was Roman Emperor from 117 to 138. He is best known for building Hadrian's Wall, which marked the northern limit of Roman territory in Britain.

Assessment questions / outcomes
1. Can you place the Romans on a British history timeline?
2. Can you give some reasons why the Romans invaded Britain?
3. Can you describe what the Roman army was like? What was life like for a soldier stationed on Hadrain's wall? How do we know?
4. Who was Boudica and why is she famous?
5. How do we know about the Romans in Britain? Where do we get our information from? Is the information always reliable and true?
6. Can you list any reasons why Hadrian built a wall?
7. Why did the Roman rule of Britain end and why did the Romans leave Britain?
8. Who ruled Britain after the Romans left?