


Year Group: 3	Main Curriculum Area: History	Main Enquiry Question: What did the Romans do for us? (The Roman Empire and its impact on Britain)	CC Links:	
Curriculum Drivers	Diversity –	EQT –	Creativity –	Community:
Substantive Knowledge	See Knowledge Organiser			
Links to previous work	Link to the Iron Age and Celtic people living in Britain which was covered last term. Showing how the Roman's took over Britain and fought against the Celts. Carrying on chronological order historical knowledge.			
Hook / Class Books / Visits	Roman workshop – 29 th January			
Vocabulary	Conquer, invade, Europe, Britain, Rome, Empire, Julius Caesar, Emperor Claudius, Emperor Hadrian, legions, Hadrian's wall,			
	<p>Key concepts/disciplinary knowledge:</p> <p>Use evidence to ask questions and find answers to questions about the past. UE Understand that different versions of the past may exist. I of P Begin to consider why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history. IOP</p> <p>Identify historically significant people and events from a period of history and what they did/happened. SP Begin to identify why and what they did (or what happened) was important and how it changed things for people. SP</p> <ul style="list-style-type: none"> • Identify reasons for and results of people's actions C & C • understand why people may have had to do something C & C • Look for links and effects in time studied and offer a reasonable explanation for some events C & C • Address and devise historical questions about cause C & C <p>Comment on the importance of cause and effects for some key events. C & C</p>			

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Lesson 1	How did Britain become part of the Roman Empire?	Understand the growth of the Roman Empire Know about 2 Roman emperors and the impact they had on conquering Britain	Recap timeline and identify the beginning of the iron age (700BC), then look at the next part of the timeline being the Roman invasion in 43AD. What do AD and BC mean again? What is important about how we count the years in them? Does anyone know the names of the Iron Age people who lived in Britain? The Celts. Look at word 'invasion'. Does anybody know what that means? Discuss word invasion with the class and then introduce conquer. Talk about an Empire and explain how the Roman's created their Roman Empire by invading and conquering. Explain to the children that the Roman's started in Rome in Italy and invaded and conquered lots of countries in Europe. They then wanted to take Britain. Why was it harder to invade Britain? Show map to support children's understanding. Explain how the Roman's had to cross the English Channel in order to invade Britain which made it more difficult. Watch video together- How the Romans conquered Britain - BBC Bitesize. Discuss why the Roman's wanted to invade Britain. Write notes on flip chart paper of what Britain had that the Roman's wanted. Go through second powerpoint to support this. Continue through the powerpoint. Look closely and discuss that the Roman's tried to conquer Britain 3 times. Julius Caesar the first 2 then Emperor Claudius the third. Act this out with the children. Choose someone to be Julius and then people to represent the legionaries. Have signs of key dates to show the children (55AD, 43AD, 43AD). Make sure the children understand the role of these 2 emperors. Go through the maps that show the countries that the Roman empire conquered. Question- does anybody know what sea all these countries surround? Make note of the Mediterranean sea.		Explain how the children are going to use the map to shade in the Roman Empire at it's greatest. As a class, find, colour and label the Mediterranean sea, English channel, red sea and black sea first to help identify the other countries. When completed map write sub-headings in book and write notes or full sentences to show understanding. Why did the Roman's invade Britain? Julius Caesar Emperor Claudius WILF: Bronze- Use my map skills to show the Roman Empire at it's greatest Silver- identify why the Roman's invaded Britain Gold- Choose a Roman Emperor and explain their impact on the invasion of Britain Challenge- Match Roman Empire events to time period and put in chronological order to show invasion		Can children retell the story of the Roman and Empire conquering Britain using the acting pictures. Focus on key people and key words to support.	-signs for acting out – 55BC, 54BC, 43AD, Julius Ceasar, Emperor Claudius, legion pictures, cavalrymen, English Channel, France, Britain, Celts -powerpoint	

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Lesson 2	How did the Roman army managed to conquer so much land?	Understand how and why the Romans were successful in their invasion.	<p>Go over the challenge form last lesson to recap the invasion of Britain.</p> <p>Who can remember what groups of people in Britain were called? (Celts)</p> <p>Look at how the Celts lived before the Romans invaded- Life in Celtic Britain - KS2 History - BBC Bitesize</p> <p>How did they live?</p> <p>Similar to the Iron Age- mud and stone huts and in small communities.</p> <p>Recap why Cesear came to Britain, What did we have?</p> <p>When the Romans invaded Britain, they started to build roads. Go through powerpoint slides looking at how Celts got around before the Romans and why the Romans decided to build roads</p> <p>Watch https://www.bbc.co.uk/education/clips/zjc4d2p why was it so crucial for the Romans success that they built roads?</p> <p>Watch The weapons and armour used by the Roman Army; Roman army - KS2 History - BBC Bitesize</p> <p>Q. Why were the Romans successful?</p> <p>Q. What made the Roman army so strong?</p> <p>Q. Why do you think some Celts gave into the Romans? Discuss in groups.</p> <p>Q. What would this do to the Celts?</p> <p>Look at clothing – Use big solider to help label and understand what they wore. How was it effective? (metal ring shirt, helmet, shield, javelin) Why were each of these things so effective?</p> <p>Look at a picture of a typical Celtic soldier - How are they different? What do you think they used body paint for? Were they protected? Whose armour was better? Why?</p>	<p>Bronze: comparing Roman and Celtic soldiers by labelling</p> <p>Silver: Identify main reasons for success and put into simple sentences</p> <p>Gold: Write complex sentences using subordinating conjunctions and connecting adverbs (However, Also, Therefore, As a result, Consequently)</p> <p>LA- have pictures of the two soldiers and label information about them around the outside</p> <p>MA/HA- write paragraph in books including information about the Roman army. Encourage to use gold grammar.</p>	<p>share comparisons of the soldiers then focus on the other 2 points.</p> <p>Come to a conclusion about why the Roman army was so successful and link back to enquiry question.</p>					

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Lesson 3	Did all Celts obey the Roman rules?	Know there was resistance to the Roman occupation and know about Boudica	<p>What do you already know about her? Ask chn what they would like to find out about her</p> <p>Recap the words invasion and conquer. Explain that when the Romans came to Britain, some Celts were happy to work with them so that they could live peacefully and others, like Boudica slowly turned against them.</p> <p>Read information sheet about Boudicca amd powerpoint for more information History KS2: Boudicca and The Roman Invasion - BBC Teach</p> <p>Chn to have jotters out on tables and make notes during video about Boudicca.</p> <p>In the first video, what did Bereta think of Boudicca? Do you think everyone felt like this? What about the Romans?</p> <p>After watching video, discuss main points.</p> <ul style="list-style-type: none"> -Queen of the Iceni tribe - King Prasutagus died – share kingdom with Romans – peace - Roman army heading to North Wales to conquer – Boudicca took advantage - Nero whipped Boudicca in front of her people - making them pay taxes on land - Burn down Colchester, then Londinium and St. Albans <p>Boudicca's attack on Colchester - KS2 History - BBC Bitesize</p> <p>Play second video – After, discuss how Boudicca would have been feeling at different parts.</p> <p>Talk partners: How would you feel if someone came to your house and took it over. Changed all the rules and made you do all the housework and be their slave?</p> <p>This is might be how the Celts felt when the Romans invaded.</p> <p>Explain that different people throughout history viewed Boudicca in different ways. Give a couple of peoples information and discuss what they would have thought about Boudicca. Discuss how she is known as a great heroine in history these days.</p>	<p>Children are going to get into role as Boudicca and in pairs/groups they are going to create a motivational speech to the rest of the Iceni tribe.</p> <p>First act it out. Remind children of main points discussed earlier.</p> <p>What will she say to her people? What are her reasons for rebelling?</p> <p>Model one to the children and keep referring back to your list of reasons/key points.</p> <p>Bronze- understand why Bouddica rebelled against the Romans</p> <p>Silver- Act out a motivational speech to the Iceni tribe in character as Boudicca</p> <p>Gold- Record motivational speech including factual information</p>	Get the children to get into character and share their motivational speeches with the class.				

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Lesson 4			ROMAN DAY WORKSHOP			26th January			

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Lesson 5	How did the Roman's protect themselves from rebellion?	Understand why the Romans needed to build walls and forts	<p>Why and how did the Romans need to protect themselves? How might they have done this?</p> <p>Talk about Roman walls and forts. Has anyone heard of a famous Roman wall? Watch <u>Why did the Romans build walls? - KS2 History - BBC Bitesize</u></p> <p>Using maps or atlases, children locate the start and finish of Hadrian's Wall and some key places along it. Explain how it passed through Carlisle, Gilsland, Chollerford and Corbridge among many other places. Can they find these places along the wall and label their own map to show the places where it starts and finishes?</p> <p>Discuss Hadrian's wall - Show clear picture of the different sections of the walls – milecastles, forts and turrets.</p> <p>Discuss the purpose of these parts of the wall and why they were used. Make clear notes on the flip chart paper to refer back to. Talk about life on the wall and emphasise how important it was to the Roman army.</p>	<p>Discuss main facts about the wall. E.g. when it was built, the main parts of the wall and what they were used for.</p> <p>Explain how today we are going to pretend we are a Roman soldier.</p> <p>Share letter from your mum and we are going to write a response.</p> <p>Model how to write letter and focus on questions to answer.</p> <p>Create a fact sheet or letter as if they are a Roman soldier all about Hadrian's wall. Write a letter/information sheet to a relative back in Rome to tell them all about how you are living.</p> <p>LA children – label a picture of Hadrian's wall to show main parts and then write information in own words</p> <p>Bronze – Label a drawing of Hadrian's wall and write factual simple sentences Silver – Write a reply letter giving factual information about Hadrian's wall Gold – Explain the purpose of the different parts of the wall e.g. fort, turrets and milecastles.</p>	<p>Talk about Hadrian's wall today and how you can visit lots of different forts and walls that were built by the Romans.</p> <p>Show pictures to the children.</p>				

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Lesson 6	How do we know so much about the Roman way of life?	Use evidence to ask questions and find answers to questions about the past	<p>Discuss with children how we don't have any written records/videos/pictures to know what happened during the Roman times so we use evidence from things that people left behind.</p> <p>Does anyone know what people who find evidence of how people used to live are called? (Archaeologists) They look under ground, digging into the soil or sand to find stones, wood, bones or anything that may help them to understand the past.</p> <p>Today we are going to become archaeologists. We will look at a variety of Roman items to try and start thinking like archaeologists.</p> <p>What skills do you think archaeologists need to have? (patience, being careful, observant)</p> <p>Explain task to children and discuss teamwork skills - Does it matter if they both don't agree with what it might have been?</p> <p>Have children on tables and pass round the artefacts. Pass round one at a time and encourage chn to use their senses and use these ideas to guess what the object might be and what it might have been used for. Use lots of questioning - ask chn why they might think this, what materials the Romans might have used and use their knowledge from Roman Day.</p>	<p>WILF: Bronze: I can work in a team taking other people's views into consideration.</p> <p>Silver: I can use the artefacts to answer questions by filling in my grid</p> <p>Gold: I can answer the questions on the grid in full sentences</p> <p>Challenge: What would you leave behind to show evidence of your existence? Why?</p> <p>Teacher Focus: Walk around the room with LA children and discuss answers verbally.</p> <p>Mini plenary- Gather children's question ideas on the board to support others understanding and push chn to explain what evidence they have e.g. how do you know</p> <p>Bring the chn together. What do we know about the artefacts? What skills did we use to work out the answers to the questions? Skills used: general knowledge, personal experiences, ideas from others.</p> <p>How will we find out more?</p>	<p>Ask ch what they would leave behind to leave evidence of their existence/personality.</p> <p>Discuss technology and how that shows our way of life.</p>				

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Lesson 7	What did the Roman's do for us?	<p>Know 3 things of how the Roman occupation of Britain helped to advance British society</p> <p>Know how Britain changed from the iron age to the end of the Roman occupation</p>	<p>What legacy did the Romans leave in Britain? Does anybody know anything that we still use today that Roman's brought with them? Discuss roads, Roman names of places.</p> <p>https://www.bbc.co.uk/bitesize/clips/zwjhfrd#:~:text=Many%20of%20our%20buildings%20and,all%20introduced%20by%20the%20Romans.</p> <p>Watch the video twice. First time, children just watch second time get them to make notes of the things that Romans brought to Britain.</p> <p>Discuss what the Roman's brought here and make a list on the flip chart to show all the things that we still use today.</p> <p>https://www.bbc.co.uk/bitesize/clips/zxy3cdm</p> <p>Watch second video and explain after that the Romans didn't invent all these things but they did bring them to Britain.</p>		<p>Ask the children to choose 4/5 topics that they would like to research more.</p> <p>In partners the children create an A3 poster with 2/3 topics of what the Roman's did for us.</p> <p>Write the enquiry question on the poster and then organise their information around the outside.</p> <p>Topics:</p> <ul style="list-style-type: none"> - clean water - coins - fireman/police - libraries - roads - the calendar - central heating - Language - public heated baths - public parks <p>Bronze- work as part of a term Silver- gain a simple understanding of how the Romans have influenced Britain today Gold- create a poster giving facts about advances in Britain thanks to the Roman's Challenge – Decide on the most important thing that the Roman's brought to Britain and explain why they think this</p>			Share posters and discuss the most important invention that effected life in Britain and is still used today.	