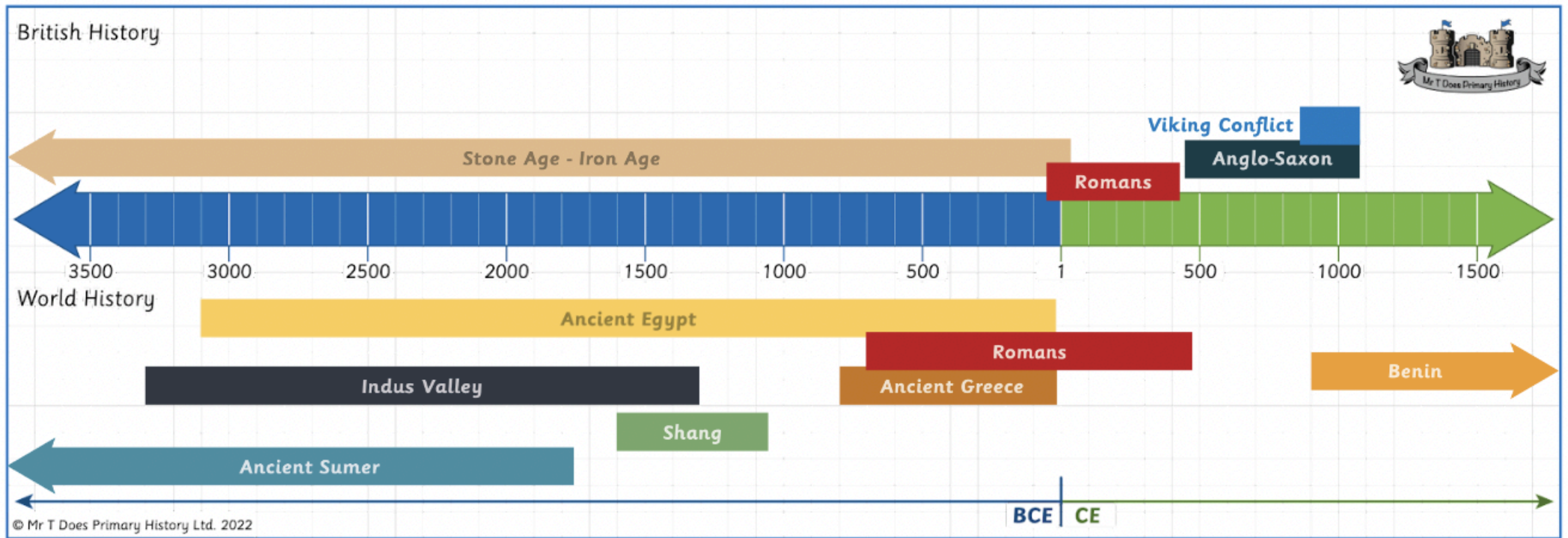


Context					
Unit	Roman Britain				
Assessment	How far do you agree with the following statement? 'Life for most Britons didn't change much when the Romans came to Britain.'				
Key Knowledge <i>How does this unit fit in? What Big Ideas are explored?</i>	<p>The study of Roman Britain is a statutory, national curriculum requirement, which states that pupils in key stage 2 should study the Roman Empire and its impact on Britain. The substantive concepts (big ideas) covered in the unit are power, conflict and society. Teachers teaching this unit should be familiar with Y3, Autumn 1, Prehistoric Britain. In year 3, pupils studied Prehistoric Britain and the changes to human life during this time, drawing on knowledge of farming and growing settlement sizes. In year 3, children also studied Ancient Greece and Alexander the Great's success at building a large empire and the legacy of that empire. The Ancient Greek timeline 'ends' because it is incorporated into the Roman Empire (this is also true of Ancient Egypt, although not studied). Deliberately sequenced, this topic develops pupils' chronological understanding and their ability to see clear contrasts between these contiguous but very contrasting periods. This unit begins with a lesson bridging these different time periods of British history and focuses on how Britain has influenced and been influenced by the wider world. This unit starts with a brief introduction to the Iron age, setting the scene for the Roman invasion. Pupils are taken from the birth of Rome to the downfall of its western empire, with particular focus on the Romans' impact on Britain. Pupils will learn how Rome began as a monarchy, before becoming a republic and finally an empire. Pupils will learn that the Emperor Claudius succeeded where Julius Caesar failed, defeating the Britons with an organised, disciplined and well-equipped army. The differing reactions to the Roman invasion of Britain: Queen Boudica's rebellion and Queen Cartimandua's cooperation, is also explored. Pupils will explore Roman towns (such as villas, forums, baths and aqueducts), writing, roads and the introduction of Christianity. As the unit draws to a close, pupils will consider reasons for the decline of and fall of the empire in Rome.</p> <p>In Spring 2, children will continue their study of British history with how the control of Britain changed after the Romans left and what life was like in Anglo-Saxon times as Britain was plunged into the 'Dark Ages.'</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Chronology: Sequenced and scaled timelines; chronology within periods of time Source Analysis: extracting and interpreting; source limitations; Continuity & Change: how the Romans changed Britain and the legacy that we can see today Cause & Consequence: how the different Celtic tribes reacted to Roman invasion and the consequences of those choices Significance: which of the Roman achievements in Britain had the most significant impact on people at the time Questioning: Use relevant historical vocabulary to ask and answer questions.</p>				
Vocabulary <i>To be displayed on the working wall</i>	Amphitheatre	Citizens	Emperor	Rebellion	Queen Boudicca
	Aqueducts	Client Kings	Empire	Julius Caesar	Queen Cartimandua
	Barbarian	Conquest	Expansion	Emperor Claudius	Rebellion

Unit Overview

Enquiry Question / Pearson lesson		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	Bridging the chronology of British history - what was Britain like before Julius Caesar Invaded? Iron Age / Celts	To summarise changes in British history from the Stone Age to the Iron Age To explore changes in British history from the Stone Age to the Iron Age	Chronology			Y3 Prehistoric Britain
2	How did the Roman Empire become so successful?	To summarise the growth and contraction of the Roman Empire over time To explore the growth and contraction of the Roman Empire over time	Chronology Continuity & Change			Is Britain today ruled by a monarchy, republic or an empire?
3	How did the Romans invade Britain?	To use evidence to justify and explain reasoning To explore the Roman invasion of Britain.	Cause & Consequence Source Analysis	Powerful female figures		Y3 Shang Dynasty Fu Hao (Powerful Female Leader)
4	How did Britain change under the Romans?	To use evidence to justify and explain reasoning To explore how Britain changed under Roman rule.	Significance Source Analysis Continuity & Change			
5	Can you plan your own Roman town?	To compare and contrast settlements from across history To explore settlements from across history	Chronology Continuity & Change		Roman Verulamium St Albans?	- Y3 Villages, Towns and Cities - Y3 Prehistoric Britain

6	Which factors were most important in the fall of the Roman Empire?	To argue which factor was most important in the fall of the Roman Empire To investigate the reasons behind the fall of the Roman Empire	Cause & Consequence Significance Questioning			
7	How far do you agree with the following statement? 'Life for most Britons didn't change much when the Romans came to Britain.'					



P Timelines for books BCE CE for ancient civs Master.pptx(Slide 3) Print on A3 for Books,

Lesson 1

Enquiry question	Bridging the chronology of British history - what was Britain like before Julius Caesar Invaded?
Learning Intention	To explore changes in British history from the Stone Age to the Iron Age.
SOLO SC: Uni- Structural	I can identify what made the Iron Age distinctive .
SOLO SC: Multi- Structural	I can identify similarities and differences between the Stone Age and the Iron Age.
SOLO SC: Relational	I can summarise changes in British history from the Stone Age to the Iron Age.
SOLO SC: Extended Abstract	I can predict whether Julius Caesar will be able to successfully invade Britain.
<p style="text-align: center;">The lesson (How will children meet the LI?)</p>	<p>-This lesson provides children the opportunity to revisit learning from Autumn 1, Year 3: Prehistoric Britain. Children should have a copy of the timeline reference. Even better if they have their exercise books. In this unit, children focused on the continuity and change that took place throughout the Stone Age and how humans evolved, farming developed and permanent settlements formed. The Bronze Age saw the discovery of metal and pupils considered the impact on weapons and tools at the time.</p> <p>- The Key learning of this lesson is for children to put the period of history in context with prior learning.</p> <p>- Children should understand the threat to settlements and the need for people to defend themselves against raids and attacks. The introduction of iron means that weapons were much more powerful and therefore greater defence required. Iron was stronger and more plentiful than bronze and iron working revolutionised many aspects of life, most importantly agriculture. Iron tipped ploughs could turn soil more quickly and deeply than older wooden or bronze ones, and iron axes could clear forest land more efficiently for agriculture. There was a landscape of arable, pasture and managed woodland. There were many enclosed settlements and land ownership was important.</p> <p>- Recap what pupils know about how life had changed from the Palaeolithic Era to the Bronze Age. Watch a BBC Teach video about life in the Iron Age and hillforts.</p> <p>- In table groups, children need to collect all the information they can remember about each of the key periods learnt about so far in British history: Palaeolithic, Mesolithic, Neolithic, Bronze Age, Iron Age. This could be presented in a table or mind map. Children should focus on continuity and change of the periods, particularly settlements, farming, tools and weapons.</p> <p>- Plenary: Towards the end of the Iron Age, an empire was growing in Europe, led by Julius Caesar. Using the information collected, children should suggest</p>

	reasons why Julius Caesar may wish to invade Britain. Why might this be a challenge for Julius Caesar?			
Key Vocabulary for the lesson	Palaeolithic Mesolithic	Neolithic Bronze Age	Iron Age Hillfort	Invade Empire
Resources	Waypoints to Mastery: Chronology	Chronology, Change and continuity vocabulary cards	BBC Teach video	

Lesson 2

Enquiry question	How did the Roman Empire become so successful?												
Learning Intention	To explore the growth and contraction of the Roman Empire over time												
SOLO SC: Uni- Structural	I can define what an empire is.												
SOLO SC: Multi- Structural	I can list reasons why the Roman Empire was successful in its conquests.												
SOLO SC: Relational	I can summarise the growth and contraction of the Roman Empire over time												
SOLO SC: Extended Abstract	I can make links between events in British and World history												
<p style="text-align: center;">The lesson</p> <p>(What will the children do to demonstrate their understanding of the LI?)</p>	<ul style="list-style-type: none"> - Recap on the periods of history that have been taught and tie in those relevant to the rest of the curriculum: Stone Age, Bronze Age, Iron Age, Ancient Greece. On a timeline, make children aware of the difference between the Roman Empire and Roman Britain. They are not the same thing. Why do you think Roman Britain has a shorter duration than the Roman empire? - Work through the pupil booklet exploring how Rome began as a monarchy, before becoming a republic and finally an empire. - The Slides for this lesson, page 5, included a labelled map of all the countries which formed the Roman Empire at its most powerful. - Introduce the video and explain it shows the expansion, contraction and eventual fall of the empire. It's important to narrate the 'modern countries' included and show the change over time to ensure children get the sense of scale. - Ask the children: I wonder why they took the territory in the order they did? (geography link) I wonder why they didn't conquer Britain sooner? - This video, Roman Empire, sums up the learning from today. - Children to discuss ways in which the Romans could travel between areas of the empire and maintain control. Did being part of the empire bring any advantages? - Britain became part of the Roman Empire: I wonder how Iron Age Britons reacted to invasions by Julius Caesar and Augustus? Ideas could be shared and recorded as a mind map. 												
Key Vocabulary for the lesson	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Empire</td> <td style="width: 25%;">Citizens</td> <td style="width: 25%;">Military</td> <td style="width: 25%;">Rome</td> </tr> <tr> <td>Emperor</td> <td>Expansion</td> <td>Europe</td> <td>Invade</td> </tr> <tr> <td>Republic</td> <td>Contraction</td> <td>Italy</td> <td>Conquer</td> </tr> </table>	Empire	Citizens	Military	Rome	Emperor	Expansion	Europe	Invade	Republic	Contraction	Italy	Conquer
Empire	Citizens	Military	Rome										
Emperor	Expansion	Europe	Invade										
Republic	Contraction	Italy	Conquer										

Resources	Empire expansion video Lesson Plan	Pupil Booklet Pupil Booklet (ANSWERS)	Slides Roman Empire Video
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Lesson 3

Enquiry question	How did the Romans invade Britain?
Learning Intention	To explore the Roman invasion of Britain.
SOLO SC: Uni- Structural	I can speculate possible answers to a given question
SOLO SC: Multi- Structural	I can provide reasoned justifications
SOLO SC: Relational	I can use evidence to justify and explain reasoning
SOLO SC: Extended Abstract	I can begin to identify the limitations of sources used
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - The purpose of this lesson is to continue to build context as to what the conquest of Britain involved and how it impacted on the Celts. The reaction of indigenous populace to invasion is a theme that can be found throughout history and related to the Saxon invasion and Vikings raids in the KS2 curriculum. - Work through the pupil booklet and slides. - Revisit where, in the chronology of the Romans, the Roman invasion of Britain fits. - Ask: If you were a Celtic noble, how would you react to the Romans? (2 options: fight or rebel against them ; cooperate and become a client kingdom) - Slide 9, children complete the table in small groups. - Children work collaboratively to discuss their reaction and what the potential consequences would be of their choice and the others (e.g. fight back and be killed by the legions of Rome). Introduce the term cause and consequence and show how it fits to this situation. (Cause: Roman invasion) Which option would you promote and justify why? What would be the consequences of the different options? Are you surprised some Celts chose to cooperate with them? - Introduce the two significant queens and their different strategies of fighting against Rome after they took her kingdom (Boudicca) and cooperating with them by handing over a Celtic leader who was fighting against Rome (Cartimandua). Use the information pages to research the queen's reactions and consequences that came from it. Partner A reads about Boudicca and Partner B reads about Cartimandua, children then need to explain to their partner about the Queen they have been reading about. *Make reference to Fu Hao, another powerful female leader the children learnt about in Y3, Shang Dynasty. What does Fu Hao and these Queens have in common? - What do the sources tell you about the two Queens? - Children to evaluate the reign of the two queens and discuss if their choice of reaction has changed now they have seen the consequences. Children to write a

	reasoned justification as to what they would have done.			
Key Vocabulary for the lesson	Julius Caesar Tribes Celts	Emperor Claudius Conquer Invasion	Client kings Annexe Rebellion	Queen Boudicca Queen Cartimandua Consequence
Resources	Lesson Plan	Pupil Booklet Pupil Booklet (ANSWERS)	Slides	Comparing Boudicca and Cartimandua

Lesson 4

Enquiry question	How did Britain change under the Romans?						
Learning Intention	To explore how Britain changed under Roman rule.						
SOLO SC: Uni- Structural	I can define what 'significant' means						
SOLO SC: Multi- Structural	I can extract evidence from a range of sources						
SOLO SC: Relational	I can use evidence to justify and explain reasoning						
SOLO SC: Extended Abstract	I can debate using evidence						
<p style="text-align: center;">The lesson (How will children meet the LI?)</p>	<ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - What does significance mean? Have you heard it before? Can you think about an example you've learned about? - Something is significant if: it changed lives for people at the time; it had a long lasting impact; it is still remembered today - The purpose of this lesson is to allow children to explore various sources of evidence to locate evidence to justify why an achievement should be viewed as significant. - Today we are going to look at some of the achievements of the Romans: Sewers; aqueducts: baths: roads. - Split children into different groups and allocate which achievements they will be researching. - Children to complete a 'Significant Achievement Scaffold Sheet' with their findings. - Children could use the internet, textbooks and the Pearson Pupil booklet for research. - As the teacher circulates, they should be asking: Why did you believe that achievement is significant? What evidence are you looking for to support your answer? What evidence have you to show the achievement is significant? Is there any evidence you've researched that you didn't include in your answer? - Children to share findings with the class. - Discuss and debate which is the most significant in the opinion of the class focusing on using evidence in the answer. Which achievements have influenced our world today? 						
Key Vocabulary for the lesson	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Transport</td> <td style="width: 33%;">Sanitation</td> <td style="width: 33%;">Significance</td> </tr> <tr> <td>Trade</td> <td>Sewer</td> <td>Evidence</td> </tr> </table>	Transport	Sanitation	Significance	Trade	Sewer	Evidence
Transport	Sanitation	Significance					
Trade	Sewer	Evidence					

	Hygiene	Aqueduct	Achievement
Resources	Lesson Plan Slides	Pupil Booklet Pupil Booklet (ANSWERS)	Significant Achievement Scaffold Sheet

Lesson 5					
Enquiry question	Can you plan your own Roman town?				
Learning Intention	To explore settlements from across history				
SOLO SC: Uni- Structural	I can identify features of daily life from different times in history				
SOLO SC: Multi- Structural	I can identify how life has changed over time and offer reasons for some of these changes				
SOLO SC: Relational	I can compare and contrast settlements from across history				
SOLO SC: Extended Abstract	I can identify aspects of Roman life which are still used today				
<p style="text-align: center;">The lesson (How will children meet the LI?)</p>	<ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Discuss what was learned in the previous lesson related to the achievements of Rome and which was viewed as the most significant. What were the achievements of the Roman period that we studied? What is the legacy of Roman Britain? What can we still see and experience today? - Today, children are going to look at how settlements and the everyday life of citizens changed in Britain. - Begin by working through the pupil booklet and looking at the features of a Roman town. Discuss observations and explore questions asked by the children. Have any of the children ever been to Bath or Rome or any other Roman ruin? - In groups, children take a large piece of sugar paper and split into quarters. In each quarter, children will draw an image 1) Palaeolithic shelter(Early humans, Caves), 2) Neolithic settlement (Roundhouses, early farming), 3) Settlement from the Iron Age (Hill forts) 4) A Roman Town (amphitheatre aqueducts baths city walls forum gates shops temples villas) - Children to speak about their drawings explaining how life has changed in each of the periods studied. Which is most like the way in which we live today? - What has stayed the same over time, what has changed? 				
Key Vocabulary for the lesson	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Villas Forum</td> <td style="width: 25%;">Aqueducts Amphitheatre</td> <td style="width: 25%;">Ruins Trade</td> <td style="width: 25%;">Gladiator Baths</td> </tr> </table>	Villas Forum	Aqueducts Amphitheatre	Ruins Trade	Gladiator Baths
Villas Forum	Aqueducts Amphitheatre	Ruins Trade	Gladiator Baths		

Resources	Lesson Plan Slides Pupil Booklet Pupil Booklet (ANSWERS)

Lesson 6

Enquiry question	Which factors were most important in the fall of the Roman Empire?			
Learning Intention	To investigate the reasons behind the fall of the Roman Empire			
SOLO SC: Uni- Structural	I can give a reason for the fall of the Roman Empire			
SOLO SC: Multi- Structural	I can list factors which had an impact on the fall of the Roman Empire			
SOLO SC: Relational	I can argue which factor was most important in the fall of the Roman Empire			
SOLO SC: Extended Abstract	I can make connections between weaknesses in the Roman Empire and other events from history / the modern day			
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Revisit the video shown in lesson 2 and explain it shows the expansion, contraction and eventual fall of the empire. It's important to narrate the 'modern countries' included and show the change over time to ensure children get the sense of scale. Draw children's attention to the fact that although the empire collapsed in the west, it continued to thrive in the East, Byzantium. - Work through the pupil booklet exploring the different reasons why the empire fell. In books, children to write their explanation of what the most important reason for the fall of the Roman Empire using the template on p.24. - Remind children of what we learnt previously about cause and consequence: because X happened, Y happened. Use this structure when discussing reasons for the decline. Why did slavery, for example, have such an impact on the economy? 			
Key Vocabulary for the lesson	Roman Republic Empire	Western Empire Byzantium	Enslaved Christianity	Emperor Barbarians
Resources	Lesson Plan Slides	Pupil Booklet Pupil Booklet (ANSWERS)	Empire expansion video	

Lesson 7

Assessment Think! Question	How far do you agree with the following statement? 'Life for most Britons didn't change much when the Romans came to Britain.'				
Tasks	Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative) Think! Question (Independent) Knowledge Quiz (Independent)				
Key Vocabulary for the lesson	Amphitheatre Aqueducts Barbarian	Citizens Client Kings Conquest	Emperor Empire Expansion	Rebellion Julius Caesar Emperor Claudius	Queen Boudicca Queen Cartimandua Rebellion
Resources	Think! Question Knowledge Quiz Knowledge Quiz (ANSWERS)				