



Kindness

Positivity

Respect

HISTORY MEDIUM TERM PLANNING

Year Group: 4

TERM: Autumn 1

Theme: The Romans Invade

**National Curriculum:**

The Roman Empire and its impact on Britain.

Britain's settlement by Anglo-Saxons and Scots

the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

**Context:** In this unit, children will appreciate the achievements of the Roman Empire, whilst noting that there was resistance to their invasion of Britain. They will learn about the legacy of the Roman Empire in Britain and look for signs of Roman influence today. They will deepen their understanding of the concept of civilisation by exploring the advanced ways of living and working in Roman times. They will learn that an empire is formed through invasion and will explore reasons why a country chooses to invade.

**Concepts:**

**Civilisation** – the way a society creates a cultural identity, which they may establish in other countries through invasion.

**Society** – how communities' systems, beliefs and culture can be different because of where they settle.

**Invasion** – how a society chooses to strengthen its power by taking resources from other countries.

**Disciplinary knowledge:**

**Significance**

**Similarities and differences**

**Vocabulary:**

**Ancient Rome, empire, legionary, gladius, scutum, aqueduct, Celts, mosaic, gladiator, chariot, Caesar**

**resistance**

	<b>Cause and consequence.</b>		
<p><b>Prior Knowledge:</b> Children are introduced to the concept of civilisation through their study of the Ancient Egyptians. They understand that a civilisation is a society with a strong cultural identity and a clear system of governance, infrastructure and beliefs. They have used timelines to understand the distant past and the term 'ancient.'</p>	<p><b>Future Knowledge:</b> Children will deepen their knowledge of chronology by studying the Vikings in Year 4. They will investigate other reasons for invasion, such as the need to find food. In Year 5, they will add to their knowledge of governance and democracy through a study of the Ancient Greeks. In Year 6, they will learn that Britain became an empire.</p>		
<p><b>End points /by the end of this unit pupils will...</b> (NB Crucial/sticky knowledge is highlighted):          Know when in history the Romans lived in relation to other eras previously studied.          Know how the location of a settlement affects the way of life for societies.          Can explain some key differences between the Romans and the Celts.          Understand why the Romans wanted to invade other countries.          Can explain why the Roman army was able to invade so many countries.          Can give examples of the legacy of the Roman Empire in Britain.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1 Understand how the rise of the Roman empire fits in with other periods of history.</p> <p>Understand why the Romans chose to invade other countries.</p> <p>Know some of the locations of the Roman Empire.</p>	<p>Initial assessment – what do we already know about civilisation? Link back to Ancient Egyptians and how a civilisation has its' own power and belief system. What do we remember about the term empire? Empire is a group of countries ruled by one power – children should refer back to the Victorian empire.</p> <p>Discuss reasons why the Romans chose to invade – to take advantage of the resources of other countries. Give an overview of the</p>	<p>Do they have a growing of a British / World history timeline? Are they able to place significant events in an appropriate place?</p>	

	<p>advanced nature of the Roman civilisation and their strong sense of cultural identity.</p> <p>Introduce where the Roman Empire invaded and emphasise that Britain was one of these places. The Roman Empire was a multi cultural society – some migration from Africa to Britain. There are still signs today that we were a colony of Rome.</p> <p>Make a physical timeline.</p> <p>Picture of children in books making a physical timeline. Also timeline of key events in Roman Empire.</p>		
<p>2</p> <p>Understand how people lived and compare and contrast the settlements of different communities eg Celts and Romans.</p>	<p>Where did the Romans come from? How did this affect the way they lived? Warm climate, farming. Choosing a settlement affects the way a society develops.</p> <p>Linking back to the formation of the Roman Empire, we know that they invaded Britain. Who was living in Britain at that time? Give an overview of the Celts. Why did the Romans invade Britain?</p> <p>Describe the advantages and disadvantages of the different communities/ buildings and why those locations would have been chosen.</p>	<p>Which would you prefer and why? Which would be best for girls/women?  Which is the fairest/has most equality?</p>	
<p>3</p> <p>Understand how the Celt and Roman army differed and their strengths and weaknesses, including clothing, armour, weapons, training and battle tactics.</p>	<p>Linking back to previous learning, children remember how factors like climate affect lifestyle choices in terms of clothing and housing. Explain how societies develop in different ways and pose the question, why</p>		

	<p>were the Romans able to invade Britain? Teach the strengths of the Roman army, their level of discipline and the effect of their governance on their military strength.</p> <p>Label a Roman/ Celt soldier. Learn Latin commands. Make a Roman shield Practise different Roman formations as a class.</p>		
<p>4 To understand that Britain resisted the expansion of the Roman Empire and that a key figure in this resistance was Boudicca.</p> <p>To understand how historians use evidence to understand the significance of historical figures like Boudicca.</p>	<p>What did we learn about the strengths of the Roman army? Despite their advantages, Britain still developed a resistance and this was led by Boudicca.</p> <p>Read what was written about Boudicca at the time and recognise that there was bias in primary sources of evidence. Read a modern interpretation of her history and use drama to portray different scenes.</p>		
<p>5 Understand why the Roman Empire ended.</p> <p>Understand the legacy of the Roman Empire and its influence on Britain today.</p>	<p>Why did the Roman Empire eventually end? Link back to discussions and work on Boudicca. Explain that although the Roman Empire ended, we can still see influences of its legacy today.</p> <p>Know how Romans built roads and note where they would have originally been and if they are still there today in some form. Make a Roman road using biscuits and chocolate!</p>		
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Understand the legacy of the Roman Empire and its influence on Britain today.	Locate place names that have their origin in Roman times.		
Understand how other countries were influenced by Ancient Romans	Discuss Romans legacy in global terms – language, engineering		