

Autumn 2 OVERVIEW YEAR 3/4 – History

Term 2 Book(s) –The Lion The Witch and The Wardrobe– The World Around Us

Topic(s) – Roman Britain.		
Assessment:	As well as work scrutiny, teachers are to make judgements based upon children's ability to recall VIPs, and key knowledge.	Very Important Points (VIPs): <ul style="list-style-type: none"> - Before Christ (B.C) refers to the time before Christ was born. - Addo Domini (A.D) refers to the time after the birth of Jesus Christ. - The Romans were the people who originated from the city of Rome. Rome was the centre of the Roman Empire. - Rome was a republic before it became an Empire. - Julius Ceasar first attempted to invade Britain in 55 B.C and again in 54 B.C, although they didn't invade Britain, the British tribes promised to pay tribute to Britain and were left in peace. - In 43 A.D Emperor Claudius organised the final and successful Roman Invasion of Britain. - The Romans remained in Britain from 43 AD to 410 AD. - The Roman Empire was the lands which were controlled by the Romans which included large parts of land all around the Mediterranean Sea and even part of Great Britain. - Whilst they were in Britain the Romans used London as their base, they called it 'Londinium' - People mainly lived in small villages with wooden houses and thatched roofs, however, some wealthy Romans lived in villas and palaces. - Men were in charge of the family in Roman Britain and women were thought to be less
Links to prior learning (sequencing) and canon book	The Lion The Witch and The Wardrobe. Children will build on their KS1 prior learning of the past and learning about events in chronological order. Pupils in KS1 will have learnt the purpose for basic abstract terms and will be drawing upon these throughout this topic. Pupils in KS1 will have been taught to understand how evidence is used rigorously to create historical arguments. Pupils have begun learning about the Romans in Autumn 1 and this will follow on from the skills and knowledge they have already begun developing.	
Links to other learning (cross fertilisation)	PSHE- Link to the leadership styles used, including bullying and personalities. English- Link to canon book and the White Witch's leadership style. Geography- Location of Rome and the	
Links to future learning	Pupils will develop the ability to draw historically valid questions and will complete a study using a range of sources in preparation for UKS2.	
Character/Wider Development ('50 things', cultural capital, skills)	Murton park- trip. Thematic questions: The World Beyond us How did the Romans leave their legacy behind on other countries they conquered? World around us How are leaders of the Roman Empire similar/different to our current world leaders?	

Culture

Why did the Romans believe in multiple Gods and Goddesses?

How do their cultural beliefs differ to ours today?

Healthy Bodies Healthy Minds

How did the Romans exercise?

How did the behaviours and attitudes of leader's impact how successful/unsuccessful they were?

Technology in action

How did the Romans use technology to

Modern Britain

What elements of Roman life have stayed with us in Modern Britain?

What lasting legacy have the Romans left on Modern Britain?

important. Life for women was often hard as they had to run the home, cook and raise the children.

- Wealthy families had slaves to do the work for them.
- The Romans were highly skilled at building roads and bridges. They ensured roads were as straight as possible so supplies could move from town to town efficiently.
- The Roman Empire was kept clean by the underground drains they installed to take away dirty water and sewage.
- Before the Romans came, the native Britons were pagans who believed in lots of different Gods and spirits. They would pray to each God as they had different purposes.
- When Christianity became popular, the Romans banned it and it was only until AD313 when Emperor Constantine declared that Christians were free to worship in peace.
- Before the Romans came, very few people could read or write in Britain. The Romans wrote down their history, literature and their laws and their language was called Latin.

Fat Question:

What impact did being a good leader have on the Roman Empire?

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Lesson 1 To understand life in Roman Britain.	What was life like for those living in Roman Britain? How does life in Roman Britain differ from Modern Britain? What is significant about their culture or religion? Who were the Gods and Goddesses' they believed in? Pupils will understand what life in Roman Britain was like and will learn about their clothing, culture, work, socioeconomics and religion. This knowledge will build on from their understanding of what the Romans brought to Britain.	NC: Develop a chronologically secure knowledge and understanding of Britain over time. The Roman Empire and its impact on Britain including: the Roman Empire by AD 42 and the power of its army and the successful invasion by Claudius and Conquest.	Roman. Empire. Ruler. Invention. Conquer. Invasion. Lifestyle. Class. Work/jobs/trade. Culture. Religion. Clothing/attire.	GD How did the Emperors control life in Roman Britain from far away? SEND information poster explaining life in Roman Britain.	Pupils may not realise how long ago this time period was. Pupils may struggle to recognise the differences between then and now.	Provide children with facts and key information about life in Roman Britain. Recap what the Romans brought over- what language did they speak and where were they situated in England? Children are to learn about what life was like in Roman Britain, what the family structure was like and the different classes of people. Make links to today's life and family structure, do these have similarities and differences? Pupils are to explain life in Roman Britain and make comparisons to now. Resources are available on Twinkl, BBC Bitesize and TES.

<p>Lesson 2 To research significant events and key figures within the Roman Empire.</p>	<p>What makes an event significant? Why are key figures important and what did they achieve during their time as a leader?</p> <p>Pupils will learn about the different leaders who had an impact on the Roman Empire. They will consider the time these leaders spent in charge and where they were significant on a timeline- linking to prior knowledge. Pupils will conduct their own research to form the basis of their fact file for the next lesson in the sequence.</p>	<p>NC: Develop a chronologically secure knowledge and understanding of Britain over time. The Roman Empire and its impact on Britain including: the Roman Empire by AD 42 and the power of its army and the successful invasion by Claudius and Conquest.</p>	<p>Soldier. Invasion. Empire. Emperor. Londinium. Ruler. Britain. Legionaries. Auxiliary. Battle.</p>	<p>GD justify which event is the most significant on the Roman timeline.</p> <p>SEND create fact sentences using sentence stems.</p>	<p>Some pupils may focus on events which they may consider significant but are only minor in comparison to others.</p>	<p>Provide pupils with resources to research from: texts, computers, books and fact files. Ask children to recall the events of the Roman timeline, what do they remember about the emperors?</p> <p>Explain the definitions for significant event and key figure. What makes events important- who led the events at the time they occurred?</p> <p>Pupils are to conduct their own research, drawing upon key information and reliable sources. They can record their findings in a way which will support them for the next lesson.</p> <p>Resources available on Twinkl, BBC Bitesize and TES.</p>
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<p>Lesson 3</p> <p>To create a fact file about a key figure within the Roman Empire.</p>	<p>What is a key figure and why are they important?</p> <p>Pupils will use the key information they have collected through researching to create a fact file about a key figure. This fact file will need to include headings, subheadings, text and images with captions.</p>	<p>NC: Develop a chronologically secure knowledge and understanding of Britain over time. The Roman Empire and its impact on Britain including: the Roman Empire by AD 42 and the power of its army and the successful invasion by Claudius and Conquest.</p>	<p>Empire. Roman. Britain. Lifestyle. Entertainment. Culture. Religion. Significant. Key figure. Leader.</p>	<p>GD Justify whether the specific key figure was successful or not.</p> <p>SEND Create a poster based around a key figure.</p>	<p>Pupils may write all of the information they have collected without using paragraphs- we must break the structure down clearly.</p> <p>Pupils may write about more than one key figure and confuse facts.</p>	<p>Pupils will be introduced to the WAGOLL fact files and will learn how to choose specific information to form their fact file.</p> <p>They will understand the successes and failures of specific key figures from prior learning.</p> <p>Children will create a fact file using their own researched knowledge.</p> <p>Compare Roman Leaders to those of Modern Britain and the canon book.</p> <p>Resources available on Twinkl, BBC Bitesize, TES and DKFindout.</p>
<p>Context (big picture learning)</p> <p>Pupils will know who the Romans were and how they built their empire through battles. Pupils will learn about the failed attempts at invasion by Julius Caesar and the successful invasion by Claudius and conquest. Pupils will explore the Roman empire and what it was like to live in Roman Britain, they will be able to compare this to their current lives. Pupils will learn about the numerous leaders of the Roman Empire and will be able to determine whether they were successful or not during their time as a leader.</p>						

Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Autumn 2 - The Lion the Witch and The Wardrobe >History)

Roman Britain Knowledge Organiser

Key Vocabulary

AD- Addo Domini, the time after the birth of Jesus Christ.

Ampitheatre- An open circular or oval building used for sporting or dramatic events.

BC- Before Christ, the time before the birth of Jesus Christ.

British Resistance- The resistance led by Boudicca.

Boudicca- The Queen of the Iceni tribe.

Claudius- The Roman Emperor who successfully conquered Britain.

Conquer- To take control of a place by fighting.

Consul- The highest position in the Roman Government.

Emperor- A ruler of an Empire.

Ivasion- Unwelcome intrusion into another country using force.

Impeach- Charge someone with treason or a crime.

Latin- The language used by the Romans.

Legacy- Something left by a predecessor.

Legion- The main unit of the Roman Army.

Londinium- The Roman name for London.

Public bath- A building, like a spa today, where people went to wash, exercise and meet other people.

Rebellion- To stand up to or fight against a person or group in charge.

Roman- A person who lives in or comes from Rome in Italy.

Roman Governor- A person that was in charge of an area of the Roman Empire.

Saxons- A warrior tribe from Europe.

Settlement- Official agreement intended to resolve a conflict.

Tribe- A group of people who live in one part of the country and are ruled by a chief.

Fat question:

What impact did being a good leader have on the Roman Empire?

V.I.Ps:

- **Julius Ceasar first attempted to invade Britain in 55 B.C and again in 54 B.C, although they didn't invade Britain, the British tribes promised to pay tribute to Britain and were left in peace.**
- **In 43 A.D Emperor Claudius organised the final and successful Roman Invasion of Britain.**
- **The Romans remained in Britain from 43 AD to 410 AD.**
- **People mainly lived in small villages with wooden houses and thatched roofs, however, some wealthy Romans lived in villas and palaces.**
- **Men were in charge of the family in Roman Britain and women were thought to be less important. Life for women was often hard as they had to run the home, cook and raise the children.**
- **Wealthy families had slaves to do the work for them.**
- **The Romans were highly skilled at building roads and bridges. They ensured roads were as straight as possible so supplies could move from town to town efficiently.**
- **The Roman Empire was kept clean by the underground drains they installed to take away dirty water and sewage.**
- **Before the Romans came, the native Britons were pagans who believed in lots of different Gods and spirits. They would pray to each God as they had different purposes.**
- **When Christianity became popular, the Romans banned it and it was only until AD313 when Emperor Constantine declared that Christians were free to worship in peace.**
- **Before the Romans came, very few people could read or write in Britain. The Romans wrote down their history, literature and their laws and their language was called Latin.**

Learning intent:

You will build upon your knowledge of the Roman civilisation by understanding what life was like for the Romans and what happened to the Roman Empire.

You will explore and research key figures in Roman history to understand why they are significant and the impact they had on the Roman Empire.



Key figures:

Aulus Plautius- General who led Roman Invasion army.

Claudius- Emperor who ordered the invasion.

Gaius Suetonius Paulinus- 1st Governor.

Prasutagus- King of the Iceni.

Boudicca- Queen of the Iceni.

Julius Ceasar- Milirary general

