

## How did the Romans change Britain? – Year 3



### Prior Learning

In KS1, pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

In the previous Year 3 units, pupils will have been taught:

- chronology – prehistory, BC/AD and BCE/CE, timelines
- Use and understand appropriate historical vocabulary: prehistory, history, historians, ages, settlement, archaeology, Ancient Britons/Celts, ancient civilisations, etc.
- Understand some methods of historical enquiry, including how evidence is used to draw conclusions about the past
- Note similarities, differences and changes over time with housing, lifestyle, etc. of the first people in Britain
- Stone Age to Iron Age and Ancient Egyptians (and Anglo Saxons and Vikings for Year 4 2024-25)

<u>Key question and NC objective</u>	<u>Knowledge to be taught</u>
<p><b>L1</b> <b>Who were the Romans and where did they come from?</b></p> <p><b>LO: identify when and where the Roman Empire originated and locate the modern day countries that were once part of it.</b></p> <p>NC: know and understand the history of these islands: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world (Chronological Understanding)</p> <p>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) or BCE (Before Common Era and CE (Common Era).</p> <p>know and understand significant aspects of the</p>	<p>(Contextualising lesson)</p> <p>Retrieval for Y4 – which groups of people have lived in Britain? Can you work chronologically from the Stone Age to the Normans? Where is there a gap in our knowledge? Refer to timelines.</p> <p><b>Terminology: Empire</b></p> <p>Locate Rome and Italy on a map.</p> <p><b>Chronology: identify the Roman Empire to existing timeline (inside cover of exercise book). Use understanding of before and after in relation to chronology. Retrieve knowledge/understanding of BC/BCE and AD/CE.</b></p> <p><b>Know that the Roman empire existed, what</b></p>

	<p>history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires (Knowledge and Understanding of Events, People and Changes, PCO)</p> <p>a) note key changes over a period of time and be able to give reasons for those changes;</p> <p>a) use and understand appropriate historical vocabulary to communicate information</p>	<p>an empire was, where it originated from and that it expanded to include Britain.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/z9gkktty">https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/z9gkktty</a></p>
L2	<p><b>Why were there 3 attempts to invade Britain?</b></p> <p><b><u>LO: summarise the reasons why Britain was invaded by the Romans.</u></b></p> <p>NC: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations (Historical Investigation and Knowledge and Understanding of Events, People and Changes)</p> <p>a) gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>a) note key changes over a period of time and be able to give reasons for those changes;</p> <p>c) explain how people and events in the past have influenced life today;</p>	<p>Retrieval - where did the Romans come from? What is an empire?</p> <p>Using map, show distance between Italy and Britain. Show other territories conquered.</p> <p>Emphasise how important Britain was to become to the Roman Empire, e.g. for the natural resources; power struggles. Why did Julius Caesar invade Britain TWICE? Failure – resistance and bad weather. Made peace with opponents and returned to Gaul.</p> <p>Third invasion: Claudius in AD43. Needed to boost his image and wanted glory.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/zx2hhcw">https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/zx2hhcw</a></p> <p><a href="https://www.english-heritage.org.uk/learn/story-of-england/romans/">https://www.english-heritage.org.uk/learn/story-of-england/romans/</a></p>
L3	<p><b>Who was Boudicca?</b></p> <p><b><u>LO: describe who Boudicca was and explain why she was a threat to the Roman settlement in Britain.</u></b></p> <p>NC: understand the methods of historical enquiry, and discern how and why contrasting arguments and interpretations of the past have been constructed (Historical Investigation and Interpretation)</p> <p>a use a range of primary and secondary sources to find out about the past;</p> <p>b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>a) look at more than two versions of the same event or story in history and identify</p>	<p>Retrieval – why did the Romans come to Britain? What is a source of evidence? Why are they useful to historians?</p> <p>Roman army advanced through southern England and Wales. Met with resistance from Boudicca – who was she, background information about tribes, what happened during the revolt?</p> <p>Look at differing sources describing her – why are they different? Focus on why sources from the past might differ.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/zx2hhcw">https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/zx2hhcw</a></p>

	<p>differences;</p> <p>b) investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	
L4	<p><b>What is the significance of Hadrian's Wall?</b></p> <p><b>LO: explain why the Romans constructed Hadrian's Wall.</b></p> <p>NC: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims (Historical Interpretation)</p> <p>a use a range of primary and secondary sources to find out about the past;</p> <p>b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>a look at more than two versions of the same event or story in history and identify differences;</p> <p>b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Retrieval – Why did the Romans invade Britain? What can you remember about Boudicca?</p> <p>AD122 emperor Hadrian visited, ordering the building of his famous wall. Why?</p> <p>3 legions now had a permanent base. Did life change for ordinary Britons in this area? What does it tell us about the Romans?</p> <p>Source work: images, artefacts etc. what can they tell us?</p>
L5	<p><b>What did the Romans introduce to Britain/ how was Britain Romanised?</b></p> <p><b>LO: identify the ways that Britain changed under Roman rule and understand why so much evidence remains today.</b></p> <p>NC: understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and ask historically-valid questions (Historical Investigation)</p> <p>a use a range of primary and secondary sources to find out about the past;</p> <p>b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p>	<p>Retrieval – Recall key facts from lesson 2 - AD43 Claudius launched full-scale invasion. Britain's Roman era began.</p> <p>Over 400 years, there was rebellion and resistance, peaceful times, cities founded, villas constructed, road networks built, gladiators, army bases, etc.</p> <p>Identify the ways that Britain changed – choose a way to present several ways in which Britain changed due to Roman rule.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z49jjsg">https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z49jjsg</a></p>
L6	<p><b>Why is Britain no longer part of the Roman Empire?</b></p> <p><b>LO: Explain why most Romans eventually</b></p>	<p>Terminology: decline, legacy, Romanisation</p>

	<p><b><u>left Britain and returned to Rome.</u></b></p> <p><b>NC:</b> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires (Knowledge and Understanding of Events, People and Changes, POC)</p> <ul style="list-style-type: none"> <li>a note key changes over a period of time and be able to give reasons for those changes;</li> <li>c explain how people and events in the past have influenced life today;</li> <li>a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>b present, communicate and organise ideas about the past</li> </ul>	<p>Late 4<sup>th</sup> century -decline. Why?</p> <p>AD410 – Romans lost control of Britain. Once they had left, what was their legacy? Retrieve learning from L3 – which of these features remained?</p> <p>Look at sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>
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**Assessment: End of unit quiz and assessment**

	Vocabulary
Tier 1	village, town, site
Tier 2	occupied, invasion, invaders, settlers, resistance, tribe, battle, warriors, conquer, evidence, Christianity
Tier 3	artefact, primary source, secondary source, archaeology, archaeologist, historians, merchant, empire, chronology, chronological, emperor, villa, governor, enslaved, aqueduct, Romanisation, expansion, dissolution, decline, legacy