

ENQUIRY OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY	
<p>Children will learn about the roman invasion of Britain including why they invaded, the British resistance and how they remained in control.</p> <p>Children will learn about the Roman legacy – exploring those things that the Romans brought which affected our subsequent history. They study the cities, the rule of law, Roman numerals and the calendar we use today, and come to understand how many aspects of modern life can, in effect, be traced back in some way to the Romans.</p>	<p>In year 3 the children have learnt about Iron Age Britain, they have learnt about settlements and everyday life. The children know about Celt’s and Iron Age hillforts. Children have also learnt about volcanoes including Mount Vesuvius. They will know about some of the feature of an Italian town (Pompeii) as well as the climate.</p>	<p>In year 5 children will learn about the Anglo-Saxons and the struggle against the Viking invasion. In year 6 they will learn about World War II and the fight for control against Germany.</p>	<p>Empire Colosseum Centurion Emperor Senate Gladiator Republic Chariot Aquila Pantheon</p>	<p>Legionary Boudicca The Celts Julius Caser Amphitheatre Baths Aqueduct Barbarian Claudius</p>
NC COVERAGE AND SKILLS PROGRESSION	SEQUENCE OF KNOWLEDGE		TIMELINE OF EVENTS	
<p>The Roman empire and its impact on Britain.</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Chronology Pupils should understand key terminology when talking about the past and use common words and phrases relating to the passing of time.</p> <p>Pupils should be able to establish clear narratives within and across periods studied.</p> <p>Pupils should be able to note connections, contrasts and trends over time.</p> <p>Historical enquiry Pupils should be able to describe and make links between main events, situations and changes within and across different periods/societies.</p> <p>Pupils should be able to identify, give reasons and results of a for historical event.</p>	<p>Who were the Romans? Identify where Italy is on a world map and maps of Europe using digital maps and atlas’s. Identify the capital city of Italy and name the countries and seas surrounding Italy. Locate the other countries that made up the Roman empire.</p> <p>What is the physical and human geography of Italy and how is this similar/different to the UK? Be able to locate significant physical features e.g. know that it is mountainous. Largest mountain range is the Alps. Volcanoes including Vesuvius.</p> <p>Name and locate major landmarks that have historical significance. Understand the location of the country creates its climate and weather.</p> <p>What was Britain like at the time of the Roman invasion? Know that the Romans invaded Britain during the Iron Age. Recall what life was like in the Iron Age (hillforts, Celts) using knowledge from past studies. Note connections, contrasts and trends over time. Establish clear narratives within and across periods studied.</p> <p>Why did the Romans invade Britain? Research and give supported reason using evidence for why the Romans invade Britain. Identify what Britain had to offer other countries. Identify, give reasons and results of a for historical event. Construct informed responses by selecting and using relevant historical sources.</p> <p>How did the Romans keep control over such vast empire? Know the key features of the Roman army and what made them excellent warriors. Identify, give reasons and results of a for historical event.</p>		<p>753BC - The building of Rome begins.</p> <p>510BC - Rome becomes a Republic and officials are elected.</p> <p>202BC - Rome conquers territories outside Italy.</p> <p>130BC - Rome conquers Greece and Spain.</p> <p>55-54BC - Julius Caesar attempts to invade Britain.</p> <p>AD42 - Claudius, the Emperor of Rome, successfully invades Britain.</p> <p>AD43 - The end of the Iron Age.</p> <p>AD50 - London was founded.</p>	

<p>Pupils should understand how knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be able to construct informed responses by selecting and using relevant historical sources.</p> <p>Pupils should be able to describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Pupils should be able to identify historically significant people and events.</p> <p>Historical interpretation Pupils should be able to understand that different versions of the past may exist, giving some reasons for this.</p> <p>Pupils should begin to evaluate and discuss how useful and reliable a historical source is.</p> <p>Vocabulary Pupils should be able to use key vocabulary linked to their specific topic.</p>	<p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Understand how the Roman government kept control of their empire. Identify, give reasons and results of a for historical event. Describe social, cultural, religious and ethnic diversity in Britain.</p> <p>Who was Boudicca and why was she important? Know who Boudicca was and why she was against the Roman invasion of Britain. Know that Boudicca led the Celts in an uprising against the Roman Empire in 61AD. Know that Boudicca’s revolt was initially successful but then failed. Identify historically significant people. Identify, give reasons and results of a for historical event.</p> <p>What image do we have of Boudicca today? Understand that there are differences in the way that historical characters have been portrayed. Know that people’s views affect how they describe events. Be able to explain how The Celts would have described Boudicca versus The Romans. Construct informed responses by selecting and using relevant historical sources. Understand that different versions of the past may exist, giving some reasons for this. Evaluate and discuss how useful and reliable a historical source is.</p> <p>What can the city of Bath tell us about Roman society? (Public health, hygiene, leisure) Be able to locate Roman settlements on a map of England and compare these with places today. Be able to identify the key features of a Roman settlement/town (bath) e.g. Amphitheatre, Forum, Baths, Basilica, Temple Describe social, cultural, religious and ethnic diversity in Britain Understand how knowledge of the past is constructed from a range of sources.</p> <p>What did the Romans bring with them to Britain? Know why the Romans wanted to construct roads and how they did this? Locate famous Roman routes on a map.</p> <p>Be able to draw on knowledge of the topic to explain how Roman Britain has shaped our lives today, researching other aspects of life e.g. Roman numerals, the calendar Note connections, contrasts and trends over time. Construct informed responses by selecting and using relevant historical sources.</p>	<p>AD61 - Boudicca’s revolt.</p> <p>AD70 - Romans conquer Wales and the North.</p> <p>AD122-128 - Emperor Hadrian builds a wall on the Scottish Border.</p> <p>AD200 - Rome is attacked by Barbarians.</p>
<p>CONNECTIONS / DEEPENING IN OTHER AREAS OF THE CURRICULUM</p>		<p>BY THE END OF THIS UNIT...</p>
<p>English – The Thieves of Ostia Wider experience – Trip to Chedworth Art - Sculpture, Antoni Gaudi DT - Textiles, Roman purse</p>	<p>The children will know when and why the Romans invaded Britain. They will be able to explain why the Roman army was successful and explain the attempts to stop them e.g. Boudicca. They will be able to compare accounts of historical events and use more than one source of evidence to answer questions. They will be able to explain how events from the past have shaped our lives today, understanding how places have Roman origins as well as other aspects of life.</p>	